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ABSTRACT

This study investigated the value of the Advanced Placement English course in New York State secondary schools, the college performances of former Advanced Placement and Non-Advanced Placement English participants, the best predictor of accelerants' performances in the first college English course, and which predictors, when combined, stabilized the prediction. Data were collected from questionnaires mailed to 100 teachers of Advanced Placement English, 45 registrars and admissions officers, and 580 participants of Advanced Placement and Non-Advanced Placement English. The statistical techniques included the analysis of variance, multiple correlations, regression analysis, and the Chi-square test. The majority of the Advanced Placement students, after taking the Advanced Placement English course, received a competent Advanced Placement English Examination score, and received more A's and B's in the first college English course than those with lower scores. Advanced Placement English participants received higher grades in their first college English course than did Non-participants of comparable ability. The author concludes that the Preliminary and Scholastic Aptitude Test verbal scores were good indicators of placement, but not the best predictors of an accelerant's success in the first English course. (Author/JAC)

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EDUCATIONAL USEFULNESS OF THE ADVANCED PLACEMENT ENGLISH COURSE IN NEW YORK STATE

by

Mary W. Richardson

U S DEPARTMENT OF HEALTH,
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Submitted in partial fulfillment of the
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in The University of Sarasota

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Abstract

This study investigated the value of the Advanced Placement English course in New York State secondary schools, the college performances of former Advanced Placement and Non-Advanced Placement English participants, the best predictor of accelerants' performances in the first college English course, and which predictors, when combined, stabilized the prediction.

The sample consisted of 580 participants (one-half former participants of Advanced Placement and one-half Non-Advanced Placement), who were entering freshmen at one of the five institutions during 1975, 1976, or 1977.

Data were collected from questionnaires mailed to teachers of Advanced Placement English (100), registrars and admissions officers (45), and participants of Advanced Placement and Non-Advanced Placement English (580). The statistical techniques included the analysis of variance, multiple correlations, regression analysis, and the Chi-square test.

This researcher found that the majority of the Advanced Placement students, after taking the Advanced Placement English course, received a competent Advanced Placement English Examination score ("5," "4," or "3"), and they received more "A's" and "B's" in the first college English course than those who scored "2" or "1."

The use of the F test confirmed that Advanced Placement English participants receive higher grades in their first college English course than do Non-participants of English, even though the Non-Advanced Placement participants were of equally high ability.

This researcher concludes that the SAT-PSAT verbal scores are good indicators of placement, but not the best predictor of an accelerant's success in the first English course. There is a statistical difference among members of the Advanced Placement group. The higher scoring Advanced Placement participants, for example, tend to receive higher grades than the lower scoring students in the Advanced Placement English Examination. This can be attributed to the Advanced Placement English course in determining how successful students will be in the first college English course. Successful completion of the course reveals how adequate Advanced Placement English students' performances will be when measured against the performances of students of similar ability in a regular English course. Also, it has been found that Advanced Placement English students do more independent and careful reading.

As a result of this study, a number of recommendations have been made. Two of the chief recommendations are that future administrations should reconsider the use of SAT-PSAT verbal scores solely to reject likely candidates from taking the Advanced Placement course, since this study has shown that many low Advanced Placement English scorers succeed in the first college English course; and, future studies of Advanced Placement by sex should be continued, with an equal proportion of females and males to indicate a true comparison. Equally important is that administrations continually support the Advanced Placement English Program as a regular part of the curriculum.

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Chapter I

NEED FOR RE-EVALUATION

Many parents and educators disapproved of students entering college at the age of sixteen through the Early Admission Program of the 1950's (Dehaan and Havighurst, 1961). In lieu of that program, educators expressed a strong interest and an enthusiasm in organizing challenging college-level courses in secondary schools. Students with a marked ability to succeed could discover and develop their talents early in various fields, rather than have to wait until matriculation in college.

The Fund for the Advancement of Education (1957) financed two experimental efforts (The School and College Study of Admission with Advanced Standing and the School and College Study of General Education) which resulted in the College Board program called Advanced Placement (1967)--now in its twenty-second year. McKinney (1968) reported that many schools had begun to act after recognizing that the academically superior students represented an important segment of the total school population, and that they should not be neglected. Thereafter, college-level courses were instituted in some secondary schools to promote academic excellence.

McKinney also recognized that instituting advanced courses could mean one or a combination of the following: administrative adjustments, curriculum modifications, and teaching variations. Also, Dunlop and Sims (1972) favored and advocated that Boards of Education institute the Advanced Placement Program as one facet of curriculum change in the secondary schools. Moreover, the New York State Education Department has always promoted and continues to promote the Advanced Placement Program as an implementation for the gifted.

There were, in fact, thirty-three New York State participating secondary schools which administered the Advanced Placement English Examination in 1956 (College Board Advanced Placement Tests, May, 1956). Students could elect to take English Composition or Literature. The locale for the participating high schools included Brooklyn (Brooklyn Technical, Fort Hamilton, and Midwood); Buffalo (Hutchinson Central Technical High School); Cornwall-on-Hudson (Storm King School); Dobbs Ferry (The Masters School); Far Rockaway (Far Rockaway High); Garden City (Cathedral of Saint Mary and Garden City High); Hicksville (Hicksville High); New York (Bronx High School of Science, Fieldston School, Horace Mann School, Hunter College High, Elizabeth Irwin High, Lycee Francais De New York, McBurney School, Riverdale Country School for Girls); Olean (Olean High); Oneida (Oneida High); Rochester (Brighton High, The Harley School, Monroe High); Scarsdale (Scarsdale High); Schenectady (Mont Pleasant High); Stony Brook (Stony Brook School); Tarrytown (Hackley School and Washington Irving High); Vestal (Vestal Central School); West Hempstead (West Hempstead High); White Plains (White Plains High); Yonkers (The Halsted School); and Yorktown Heights (Yorktown Heights High).

Although the number of schools participating in the Advanced Placement Program is continually increasing, school boards have come under very close scrutiny (Middleton, 1975). Middleton says that taxpayers and legislators are questioning the necessity and value of the Advanced Placement Program offered in senior high schools. Of course, the taxpayers' interest usually concerns the extra cost to the school system. Another probable reason for the questioning is that this age of accountability demands more of schools. Thus, school boards, administrators, and teachers must be prepared to substantiate the methodology and curriculum of the Advanced Placement English course. Dressel (1971) attributes part of the questioning of the validity of Advanced Placement English to the fact that the course still seems to be elusive and experimental to many educators, legislators, parents, students, and lay public. Consequently, more research is needed to determine the validity of instituting and continuing an Advanced Placement English course.

Specifically, the Advanced Placement English course requires that students do work comparable to freshman college English, in order that they might possibly receive, depending on the college or university, college credit and/or standing. Some colleges and universities grant college credit and/or standing, provided students can demonstrate competency (for example in English, on the May Advanced Placement English Examination). In 1954, the College Entrance Examination Board became accountable for formulating the tests.

The Advanced Placement Examination score is one criterion many colleges and universities now use to place students in advanced courses and/or to grant them college credit. A number of educators have examined grades of Advanced Placement participants, and they agreed that these students are more competent and produce better work in the accelerated subject field than the average matriculants. There is general recognition that the Advanced Placement English course is primarily a means of allowing students a way to cover freshman college English for credit while still in high school, and that the course is not primarily intended to be predictive of upperclass college English. Several researchers (e.g., Burnham and Hewitt, 1971; Chissom, 1976; Gillmore, 1974; Horst, 1957; Jones, 1975; Kaloger, 1970; Lavin, 1965; Passons, 1967; and Wilcox, 1962), however, indicate that predictors of success in individual courses have been initiated. Since the number of colleges and universities placing more emphasis on the student's Advanced Placement score is increasing, a continuous effort should be made to determine the predictive validity of participants' success on the Advanced Placement English Examination for the first accelerated college English course.

Statement of Problem

Administrators and superintendents who are responsible for initiating and implementing programs for the academically talented face the problem of determining the relationships between a student's grade in Advanced Placement English and his Advanced Placement English score, between a student's four-year English average in high school and his Advanced Placement Examination score, and his college grade in the first accelerated English course.

A second problem bearing investigation is whether the Advanced Placement English course is a valid criterion for predicting college English grades, and for anticipating whether or not those students who take the course will receive a competent score on the Advanced Placement English Examination.

Statement of Hypotheses

In the process of investigating the problem in question, several hypotheses were tested.

Hypothesis I. Of the possible variables—the grade in the Advanced Placement English course, the Advanced Placement English Examination score, or the four-year high school grade point average in English—the Advanced Placement English Examination score has a high validity by which to predict the success of accelerants in English. If, however, the three variables are used together for a composite weighting of the scores, then they may be valid predictors to improve acceleration in the first college English course.

Hypothesis II. Participants who receive an Advanced Placement score of "5" (extremely well qualified) or "4" (well qualified) will receive more "A's" and "B's" in the first course, basic or advanced, than those participants who scored a "3" (qualified), "2" (possibly qualified) or "1" (no recommendation) on the examination.

Hypothesis III. Advanced Placement English participants will receive higher grades than the Non-Advanced Placement English participants of equally high ability in the first college English course.

Hypothesis IV. There were fewer Advanced Placement English male participants during the years of 1975-1977, and their Advanced Placement English Examination scores showed no significant difference compared to those of the females.

Hypothesis V. There will be a statistical significant correlation between the Scholastic Aptitude Test verbal score and the Advanced Placement English Examination score. In addition, it may be found that more than half of the former Advanced Placement English participants will express favorable or very favorable attitudes toward the course.

Statement of Purpose and Assumption

Given that some Boards of Education are taking a second look at their budgets, in terms of the expense of an Advanced Placement Program, as well as in terms of questioning the validity of the program, this study will investigate the usefulness of the Advanced Placement English course in the New York State secondary schools. A related purpose is to evaluate the college performance of former Advanced Placement English participants, and to determine which of the three variables—the grade in the Advanced Placement English course, the Advanced Placement English Examination score, or the four-year high school grade point average in English, as a fixed independent variable—is the best predictor of accelerants' performance in the first year college English course. The three kinds of data—prediction of college grades, improvement of college work by the taking of the Advanced Placement English course, and the overwhelmingly positive attitudes expressed toward the Advanced Placement English course as expressed by former Advanced Placement students—will reinforce the need for the Advanced Placement English Program.

As a result of this study, it is hoped that administrations might continue to provide the course as a regular part of the curriculum. Also, it is hoped that many superintendents, principals, teachers, and students might gain a better understanding of the merits of the Advanced Placement English course.

It is assumed that students who participate in the Advanced Placement Program must be above the norm academically, at least in the subject field selected for advanced work. Therefore, they could be expected to perform adequately when measured against the performance of the general student body in the same subject field.

Delimitation

This study consists of 580 graduates of secondary schools in New York State. One-half of the students were enrolled in a regular senior English class and the other one-half in an Advanced Placement English class during the school years of 1975, 1976, or 1977. Also, these graduates matriculated in New York colleges and universities immediately upon high school graduation.

Definitions

The Advanced Placement Program is defined as follows:

> A cooperative educational endeavor based on the observed fact that many young people can complete, with profit and delight, college-level studies while they are still in secondary school. (A Guide to the Advanced Placement Program for May, 1978, p. 3)

The Advanced Placement English Program, according to the College Entrance Examination Board Advanced Placement Course Description: English--May, 1978, identifies students who, having attained the reading and writing skills generally expected in introductory college courses in composition and literature, are ready for advanced, more specialized English courses when they arrive at college. The Advanced Placement English course aims at teaching the student how to engage in the critical reading and analysis of literature, how to respond to language with sensitivity and discrimination, and how to develop the ability to write in various forms. Through speaking, listening and reading, but chiefly through the experience of his own writing, the student becomes more aware of the resources of language, connotation, metaphor, irony, syntax, and tone.

"Academically superior" is used to connote a student whose performance and achievement in school is higher than most.

"Competency" refers to an Advanced Placement Examination score of "5" (extremely well qualified), "4" (well qualified), or "3" (qualified). In this study, a score of "5" or "4" is equivalent to "A" and "B"; a "3" is equivalent to a "C."

"Incompetency" refers to Advanced Placement Examination scores of "2" or "1" which are equivalent to "D" and "F."

Need and Significance

Many school boards are spending more money on the education for the gifted. Yet some Boards of Education have expressed the view that the academically talented program called Advanced Placement is too expensive in terms of staffing. For instance, Advanced Placement teachers generally have one more class period for preparation than Non-Advanced Placement teachers. Sims (1964) strongly advocates that a teacher who conducts an Advanced Placement English class should be given a lighter load while teaching, and he should be given adequate relief so that he can do his job without exhausting himself. Nadel (1963) and McGregor (1962) recommend that administrations consider the fact that teaching an Advanced Placement class five periods per week should be equivalent to two classes in the teacher's program, and the class should not have a register of more than twenty-five students. The question arises: Is the Advanced Placement Program educationally important for some students?

Claire Alfano—Assistant for the Advanced Placement Program—of the College Board Office indicated, in an interview, that the number of students taking the Advanced Placement English Examination continues to grow. Nationally, 32,142 from 3,012 secondary schools took the examination in 1977, as opposed to 25,656 from 2,528 secondary schools in 1975. In 1976, 29,503 students from 2,877 schools took the examination (Table 1).

Of the 32,142 Advanced Placement English participants in 1977, 18,134 were females, whereas 14,008 were males. In 1976, 16,547 of the 29,503 were females, whereas 12,956 were males; and in 1975, 14,267 of the 25,656 were females, whereas 11,389 were males.

In spite of the increase in the national number of participants, some additional questions are these: What is the number of students participating in the Advanced Placement English Program per state—for example in New York State? What percentage of the students are female and male participants? What percentage of the students taking the examination receive an examination score of "5," "4," or "3"? What percentage of students who receive a "2" or "1" are viewed as incompetent? In addition, an educator should question whether the student who received an English score of "2" or "1" will receive more "C's" than "B's" in the first college English course. For that reason, there is a need for more research on Advanced Placement English participants, including those students who received an incompetent examination score.

In New York State, 5,019 secondary students took the Advanced Placement English Examination in 1977. At the time of this study, no breakdown of the number of females and males had been done by the College Board for 1977. However, there were 586 participants who received an Advanced Placement English Examination score of "5"; 983 scored "4"; 2,068 scored "3"; 1,236 scored "2"; and 146 scored "1" (Table 2). In New York State, 3,326 1977 participants requested college credit; 288 participants received a score of "5"; 606 received "4"; 1,466 received "3"; 878 scored "2," and 88 scored "1."

In 1976, 583 secondary participants received a "5"; 947 received "4"; 1,915 received "3"; 1,053 received "2"; and 171 received a "1," totaling 4,669 English participants in New York State. Nationally, there were more female participants than male participants. Even in New York State, there were 2,523 females as opposed to 2,146 males. Of those 3,263 New York State participants requesting credit, 289 participants received a "5"; 652 received "4"; 1,412 received "3"; 786 received "2"; and 124 received "1." Of the 3,263, there were 1,805 female participants, whereas there were 1,458 male participants.

Conversely in New York State, there were 4,259 students who took the Advanced Placement English Examination in 1975. There were 455 students to score "5"; 702 scored "4"; 1,939 scored "3"; 1,007 scored "2"; and 156 scored "1." Of the 4,259 students, 2,286 students were female participants, while 1,973 were male participants. In the same year, a total of 3,047 (1,659 females and 1,388 males) students requested college credit. The breakdown of scores received was as follows: 239 students received a score of "5"; 470 a score of "4"; 1,459 a score of "3"; 773 received a "2," and 106 received a "1."

In 1962 and 1966, McGregor and Lefkowitz completed their studies on the Advanced Placement Program in New York State. Yet, there was no inclusion of participants of Advanced Placement English. McGregor's chief concern was recommendations to the Massapequa Administration and Board of Education about the need for continuous appraisal of grading in Advanced Placement courses as an avenue to improve the system. His study included recommendations on scheduling, equipment, and resources. Unlike McGregor's study, Lefkowitz's follow-up study dealt with mathematics Advanced Placement classes at a large New York City public high school from 1956-1957 to 1964-1965. She used the students' high school averages, the scores on the Advanced Placement Examination, and scores of the College Entrance Examination Board Student Aptitude Test and the Mathematics Achievement Test to demonstrate that the Advanced Placement course improved college-level grades.

While there have been some validity studies of the Advanced Placement tests, correlation between scores and grades, no investigation has been undertaken in New York State to test the effect of the Advanced Placement English course and the validity of the Advanced Placement English score in predicting success in college English courses. For this reason, there is a need for research in this subject. It is noteworthy to mention that New York was used because of proximity, and it seems representative of many other states.

An investigation of the Advanced Placement English Program in New York State might provide information on whether students who participated in the Advanced Placement English Program during 1975-1977 benefited from the class. In fact, the current information might be fourfold. First, the students may be found to excel in the first college English course because of their advanced preparation. Second, the students who excelled in the first college English course received scores of "5's," "4's," and "3's" on the examination. Third, students may then be granted college credit, thereby saving college tuition. Fourth, students who received a "2" or "1" on the examination may be found competent in the first college English course, despite the fact that they received no college credit. And as a result of participating in the English Program, they may be found to receive higher grades than Non-participants of Advanced Placement English. The findings might suggest that colleges, if it were a previous policy, should not place students in English classes on the basis of the examination score alone. The re-evaluation of former Advanced Placement participants' total achievement should be part of the weighting.

Considering the students' academic record, English high school grade point average, Advanced Placement English grade, Advanced Placement English Examination score, and success in English in college in either a regular or advanced course, this study should serve as a guide for existing and for future schools in organizing an Advanced Placement English course. Information about student reactions to the course also should provide valuable information to English Departments in all states. The study further may suggest areas of needed program revision rather than suggest an elimination of the Advanced Placement English course from the curriculum.

Furthermore, this study may demonstrate to Boards of Education, as well as the broader educational community, whether eliminating an existing Advanced Placement English Program will penalize future accelerated students. Despite the fact that it is costly, it may be a valuable course and experience, which should be continued because it meets the need of the academically gifted students.

Chapter II

IN SUPPORT OF ADVANCED PLACEMENT: RELATED LITERATURE

This chapter, divided into three sections, focuses on related literature. The first section deals with the usefulness of the Advanced Placement English course, the second reports what investigators found to be valid predictors of success in the first accelerated college English course, and the third provides a comparative view of Advanced Placement English students and Non-Advanced Placement English students. Included in this section are responses from former Advanced Placement English participants.

Coleman (1963), College Board News (1958), Dudley and Chamberlain (1958), Kissen (1961), and Stratopoulos (1969) reported on the value of an Advanced Placement English course. Related to the usefulness of an Advanced Placement Program, Breinan (1956), Casserly (1969), Ducanis (1963), McGregor (1962), Ralston (1962), and Woolcock (1963) reported on the opinions of former Advanced Placement Program participants concerning the effectiveness of the program in preparing them for accelerated college work, but not directly with predictors of success in the accelerated subject. In other investigations, Bergeson (1968), Burnham and Hewitt (1971), and Ruch (1968) compared the performance of Advanced Placement participants with Non-Advanced Placement participants. On the other hand, Chissom (1976), Gillmore (1974), Horst (1957), Jones (1975), Kaloger (1970), Lavin (1965), Passons (1967), and Wilcox (1962) have conducted studies relating specific predictors in specific subject matter. Several investigators have concluded that the high school grade point average in a given subject is a more valid predictor of success in the accelerated college subject than the Advanced Placement Examination score (Franz, Davis, and Garcia, 1958).

Section 1

The Usefulness of the Advanced Placement Course

Coleman (1963), in the article "The Advanced Placement English Program in San Diego," states that an Advanced Placement English course is valuable, because students are taught how to read literature with critical perception and how to write clear expository prose. Also, she indicates that individual colleges, in turn, may grant placement to the students, not only on the basis of the examination, but also after considering the students' high school Advanced Placement course, the Advanced Placement grade, and recommendations. Most importantly, she found that colleges and universities tend to consider the students' Advanced Placement English course because many of them feel that the foundation of students' college success will be contingent upon the high school advanced course.

Kissen (1961) indicates that the English Advanced Placement class enables students to specialize sooner than they might otherwise have been able to, often meaning that they can receive their degree more quickly and begin their graduate work. The course is, without doubt, useful in reducing the rising cost of tuition. For the college professors who consider teaching freshman English a chore, the Advanced Placement English course eliminates that burden.

Kissen adds that the Advanced Placement English course can be most useful in teaching students to use the principles of rhetoric as a means of making wise choices in thinking about the subject. Moreover, he concurs with Coleman's view that the course can provide further instruction in how to write a well-organized exposition and how to analyze literature.

The most able students, according to Dudley and Chamberlain (1958), can proceed at a pace faster than the average if they elect to take an Advanced Placement course. Besides, the advanced course enriches the students' curriculum.

Based on a study conducted at The Massachusetts Institute of Technology, Dudley and Chamberlain reported that students who take an Advanced Placement English course and receive college credit by taking the Advanced Placement Examination have little or no difficulty in handling the more advanced subjects in the same field. Another finding was that college credit and placement were based on the student's academic record, which had to be superior, as well as the examination score.

Although the College Board suggests that students take the Advanced Placement course first, and then take the Advanced Placement Examination, over four percent of the students who took part in the Advanced Placement Program in 1973 studied for and took the Advanced Placement tests on their own. Some, according to the College Board News (March, 1974), were the only Advanced Placement participants from their high schools; others were the only participants from their school in a particular subject, although an Advanced Placement course was offered in another field. The article implies that the Non-participants' mean Advanced Placement Examination grade was almost the same as those students who participated in the course.

Conversely, this present study showed that very few students in New York State, during the years of 1975, 1976, and 1977, took the examination without taking the Advanced Placement course. Those students who took the examination without taking the course scored a "2" or "1," which are equivalent to "D" and "F." This study further indicates that the course is useful in predicting how well a student will do on the examination.

In 1969, Irene Stratopoulos evaluated the Advanced Placement English Program in the Salt Lake and Granite Schools, to identify ways in which the two school districts could improve their curricula and to determine whether or not the Advanced Placement English Program surpassed the conventional English Program. Her assessment involved an investigation of the value of the Advanced

Placement English Program in the two districts, by comparing the college English placement, credit, and grades received by the former twenty-five Advanced Placement English students and the remaining twenty-five former regular English students. To verify information on each participant, Stratopoulos conferred with the registrars.

Using the participants' transcripts, Stratopoulos was able to secure information on the participants' college English placement, credit, and first English grades. She found that no student had received college English credit in a regular course, and no student was placed in a sophomore English course.

Stratopoulous also found that eighty-six percent of the Advanced Placement English students earned "A's" or "B's." Unlike the former Advanced Placement English students, fifty-six percent of the former regular students received "A's" or "B's." Perhaps her most important finding was that fourteen percent of the Advanced Placement English students earned "C's," whereas forty-four percent of the regular students of English received grades of "C," "D," or "E." Most likely those former Advanced Placement English students who received "C's" were taking advanced courses requiring more intensive study. Stratopoulos concluded that Advanced Placement English participants received better grades in freshman English; many were placed in advanced English courses. Of the twenty-five Advanced Placement English students, fifteen students received a waiver of all English requirements, and twelve hours of college credit; eight took advanced English courses, and two took beginning freshman English as requested by the college. None of the regular English group received a waiver or college credit, although sixteen were placed in advanced freshman English courses.

Given this data, one might concur with Stratopoulos that the Advanced Placement English course had more value than the regular English course. That is, Advanced Placement English participants received a stronger training in English and higher grades than the regular English students. They read more and scrutinized works more closely, and they wrote more thought-provoking themes.

Section 2

Predictors of Success in the First College English Course

In order to update and improve the course placement information on individual students, the Admissions Office of Purdue University in 1972 undertook a statistical study (Suddarth, 1974). English Composition was one of the subjects. Rank in class, an average in courses completed in each subject area, and the high school grade average were predictive variables used for the study, and the criterion was the college grade in the given subject. The outcome was that the predictive patterns could be used to determine the relative success of students within a particular course. Course placement at Purdue, then, had been based on successful performances of students in advanced courses.

Burnham and Hewitt (1971) conducted a study at Yale University, evaluating the academic performances of freshmen assigned to an advanced class. They raised this question: Does the Advanced Placement Program really offer students college-level work in secondary school? This study concentrated on Yale's Advanced Placement and Non-Advanced Placement students of the class of 1967. Two groups of sixty-five freshmen were matched from this class. One group had Advanced Placement scores of "1," "2," and "3"; the other group was comprised of Non-Advanced Placement students. Although students who received lower Advanced Placement scores were not assigned to upperclass courses, they still produced better work than the Non-Advanced Placement freshmen.

To give them a multiple correlation, Burnham and Hewitt used the Advanced Placement scores, the student's course grade (the dependent variable), and the student's Scholastic Aptitude Test verbal score. By using the criteria of ability and achievement, the aforementioned authors were able to report some additional findings. For instance, those students who received a high Advanced Placement Examination score also received a high grade in the advanced course of the examination. Higher scoring Advanced Placement students even seem to achieve better sophomore grades in the field of the Advanced Placement Examination than lower scoring Advanced Placement students.

Another finding was that former Advanced Placement students attained a higher average in both freshman and sophomore courses in the subject of the Advanced Placement test than those students who did not elect to take the course or the test. The students who did not participate in the Advanced Placement Program attended schools participating in the Advanced Placement Program.

Still another finding was that students receiving scores of "5" and "4" were superior to other Advanced Placement students in ability as measured by the mean of each student's College Entrance Examination Board scores. In turn, the group with Advanced Placement scores proved to be superior in their College Entrance Examination Board records to students who had attended "Advanced Placement participating schools" but who did not take a particular Advanced Placement test.

Also, Burnham found that grades of the freshmen who had gained advanced placement in English remained constant when compared with Non-Advanced Placement students. This evidence adds weight to the fact that the Advanced Placement Program can prepare able secondary-school students to compete effectively in accelerated college courses.

Regardless of the score which students received, reported Burnham, the students taking the Advanced Placement Examination in English were initially more competent, and they produced better grades as Yale freshmen than the average matriculant. Adding the Advanced Placement scores to other College Entrance Examination Board scores undoubtedly improved the prediction of performance. Thus, the positive findings yielded evidence of the validity of the program.

Chissom's study (1975) conducted at Georgia Southern College attempted to determine the validity of students' Scholastic Aptitude Test scores and high school grade point averages as predictors of freshman course grades and college grade point averages. The results showed that there existed a significant multiple correlation between the predictive variables and the college grade point averages.

To find out whether students' grades could be predicted in advance of admission, Franz, Davis, Garcia (1958) examined the scores on the verbal and the mathematical sections of the College Entrance Examination Board Scholastic Aptitude Test (SAT) and the average of grades in academic subjects. They concluded that the best single predictor of academic success seemed to have been the high school average, and the test scores correlated with the quarter average grades.

The Scholastic Aptitude Test score was not used as part of this study to determine whether it was an excellent single predictor to indicate success on the Advanced Placement English Examination or the first college English course. The reason is that most of the Advanced Placement English teachers surveyed felt that the Scholastic Aptitude Test scores should not be the point of major emphasis over other variables.

The Passon's study (1967) on "Predictive Validities of the American College Test (ACT), Scholastic Aptitude Test (SAT) and High School Grades for First Semester Grade Point Average (GPA) and Freshman Courses" did not even indicate that the SAT-verbal score was the dominant one of the other variables in predictive power. It did, however, indicate that the SAT-verbal score could be the most productive single predictor. Passon found that High School Recommending Grades indicated the highest predictive validity for first semester GPA, but the test scores had slightly higher validities for predicting grades in courses. This may not be a conclusive finding, since he evaluated each predictor separately.

According to Kaloger (1970), the University of Michigan conducted a study to identify factors which possibly influenced a secondary student's success on the Advanced Placement Examination. Kaloger's finding was that total academic background, namely academic achievement, academic aptitude, and academic performances (final English marks, grades 9-12) were the chief manifestations of success on English Advanced Placement Examinations. Specifically, he found that the Honor Point Average (grades 7-11), rather than past performance in English, was the most valid index of success on English Advanced Placement Examinations. He also found that the Honor Point Average and the College Entrance Examination Board Scholastic Aptitude Test were significant indexes of success.

Ralston (1962) would probably agree with Kaloger. She found that the grade point averages alone were far less effective as predictors of Advanced Placement Examination scores than other variables except when used in conjunction with a measure of intelligence in the multiple prediction of Advanced Placement Literature scores.

One hundred and four freshman students who had received Advanced Placement credit in various subject fields from Northwestern University, College of Arts and Sciences, in 1962, were selected for a study. Bergeson (1968) indicated that seventeen percent received scores of "2," fifty-five received scores of "3," and thirty-three received scores of "4." To determine whether or not grades in the first course taken in the accelerated subject field, and scores on the Advanced Placement Program examinations were related, a Chi-square test was undertaken. The results were statistically significant. The study indicated that students who received "4's" on the examination obtained more "A's" and fewer "C's." According to this study, there appears to be a relationship between the Advanced Placement Examination score and the college grade received in the accelerated field.

Wilcox (1962) examined the grades received by 1,704 college students in the first course as an accelerated student in a given field. He conducted the study to evaluate the academic performance of the former participants who had received a score of "3" or better on the examination. He found that over thirty percent received "A's," over forty percent received "B's," and twenty percent received "C's." He concluded that students who took the

Advanced Placement Examination were superior, as a result of their participation in the program, and that the students passing the Advanced Placement Examination with at least a "3" were superior in the first accelerated course. The rationale was that the Advanced Placement Examination score was only one measure of success. In order to infer that the participants were talented in the subject field in which they received the credit, other variables in the secondary school record might be considered, such as the Advanced Placement course and the Advanced Placement grade.

This seems true of the study conducted at the Massachusetts Institute of Technology (1957) in which sixty-two students took Advanced Placement Examinations. Sixty percent of the sixty-two had test scores of "3" or better on a scale of "5" (extremely well qualified), "4" (well qualified), and "3" (qualified). Approximately thirty percent of the group were placed on the Dean's List.

The data from the Massachusetts Institute of Technology (Dudley and Chamberlain, 1958) suggested that specific variables predict success. This researcher concurs with that concept. A student from the Bronx High School of Science alumnus in September, 1967, received Advanced Placement credit in Chemistry (two terms), and his semester grades were "A" and "B" in all subjects. Another student from Midwood High School, Brooklyn, New York, was given credit and placement in mathematics (one term) based on his secondary school record and examination score. In these two cases, the secondary school record and examination score might be considered valid predictors of success in the college courses. Thus, the Advanced Placement score is a good indicator of successful grades in advanced college courses.

There is evidence that some research has been conducted in certain fields to determine which variables possibly could validate the prediction in the college courses. On the other hand, very little research, and in fact no recent study, has been conducted in New York State to determine academic prediction in the first accelerated college English course.

If we consider the Advanced Placement English Examination score a quantitative measure of success, it would seem that there might be a relationship between the participants' examination score and academic performance. It would also seem logical to conclude that the Advanced Placement students would "do well" in the course taken in the accelerated field.

After examining all variables suggested in this study, this researcher was able to determine the valid predictors of success in the first course taken in the accelerated subject field, specifically in English. The results of the research indicated a correlation between the Advanced Placement English Examination score and the first college English grade, r=.47. In fact, there was conclusive evidence that the Advanced Placement score alone could predict grades earned in the accelerated subject field (Table 17).

Section 3

Advanced Placement Students Compared With Non-Advanced Placement Students

In 1968, Charles Ruch examined the effects of the Advanced Placement Program by comparing the freshman college records of students who participated in the program with students of similar ability who did not participate in an Advanced Placement class in high school. His concern was whether students who had elected to take Advanced Placement classes would earn higher grades in their subjects than the regular students their freshman year in college.

For this study, Ruch matched students from the class of 1964 at Evanston Township High School in terms of the same sex, college attended, class rank, Scholastic Aptitude Test scores, and senior year curriculum. The sample consisted of ten male pairs and eleven female pairs. Of the twenty-one Non-Advanced Placement students, six were in honors classes and four in regular classes. The remaining eleven were in science, where no honors classes were offered. Only six of the twenty-one Advanced Placement students were offered either credit or placement for their Advanced Placement work in high school.

He found that most, in fact only two, of the twenty-one Advanced Placement students failed to continue with the subject, whereas nine of the twenty-one Non-Advanced Placement students did not continue with the subject. Even twelve of the twenty-one pairs of students continued with the Advanced Placement related subject during their freshman year in college.

The data suggested that the Non-Advanced Placement students were able to manage academically in the subject. Of course, the study was limited by a small sampling consisting of data from a single high school, as well as by a small number of colleges represented by the sample.

The finding, that fifteen of the twenty-one Advanced Placement students earned higher freshman grade point averages, suggests that their experience with an Advanced Placement class afforded them a good foundation for collegiate work.

Bergeson (1968) revealed that students who were granted Advanced Placement consistently surpassed their classmates in achievement—not only in the first college course, but also later in the more advanced courses. Also, he concluded that Advanced Placement students benefit from their Advanced Placement experiences regardless of their examination scores. This was a similar point made by Burnham and Hewitt (1971).

Advanced Placement students generally maintained higher grade point averages as freshmen, sophomores, and graduate students, when compared with Non-Advanced Placement students. Furthermore, they were more likely (up to 150 percent more likely) to graduate with honors.

Respondents' Opinions about Advanced Placement

A question educators might raise is this: How do former Advanced Placement participants feel about their Advanced Placement experience? Ralston (1962) established that former participants felt the quality of the teaching in the Advanced Placement class was superior. It was a good experience no matter what score they received on the Advanced Placement Examination. Those students who received Advanced Placement credit expressed the view that the course afforded them an opportunity to take advanced or specialized courses.

Casserly (1969) concurred with Ralston's view that respondents were very satisfied with their preparation. Casserly also found that more than ninety percent of the students who prepared for the Advanced Placement Examination regarded their Advanced Placement course as the most valuable in the secondary school. Some respondents pointed out they valued "learning how to learn" under the direction of teachers who were "inspired and inspiring."

Those Advanced Placement students who were studying humanities expressed gratitude that their Advanced Placement English teacher had taught them the methods of attacking and executing research paper problems. Also, students expressed the opinion that they felt well qualified to handle advanced college work. Many respondents commented that the seminar approach motivated students to work to their maximum ability. The majority of the students indicated they would participate again in the Advanced Placement Program in the same circumstances.

Both Ralston and Casserly concluded that the Advanced Placement course allowed for individual study and needs, and the experience provided the students an opportunity to select their colleges or universities with confidence of acceptance. In turn, the colleges and universities could be more selective of their students, since they compete for the more able students.

This study, then, supports the conclusions of the cited researchers that the Advanced Placement English course is the most useful in preparing students to excel in their first accelerated college English course. Advanced Placement students do receive higher grades than Non-Advanced Placement students. While the data indicates that one of the three suggested variables is the best predictor of a student's success, several combined variables tend to stabilize the prediction. Equally important is that Advanced Placement students regard their experience as worthwhile.

Chapter III

METHODOLOGY AND DATA

A description of the instruments and methods used to formulate this research design is the focal point of this chapter. The most useful instrument used to assemble pertinent data was the questionnaire. Given a questionnaire, selected New York State Advanced Placement English teachers, registrars, and admissions officers of colleges and universities identified the five hundred and eighty students (290 randomly selected former Advanced Placement English participants, in New York State only, matched with 290 Non-participants of Advanced Placement English) to participate in the study. In addition, the College Board Advanced Placement Office identified the colleges and universities which received Advanced Placement candidates and the secondary schools participating in the Advanced Placement Program.

The researcher invited forty-five New York State colleges and universities to participate. The selected institutions had at least a total of fifteen or more Advanced Placement English candidates. Another important point is that the researcher invited Advanced Placement English teachers from schools of comparable enrollments to participate; they further represented different sections of the state.

Meanwhile, Advanced Placement English participants and Non-Advanced Placement English participants received a questionnaire from their English professor. At the same time, registrars and admissions officers of participants' colleges or universities received a questionnaire directed to their attention.

The Teacher Questionnaire (Appendix A) sent to one hundred New York State teachers of Advanced Placement English had two purposes: to obtain data relevant to Hypotheses I, IV, and V, and to ascertain information about former New York State Advanced Placement English participants' background in Grades 9-11.

Item 1 of the Teacher Questionnaire requested information about the enrollment of the state's secondary schools participating in this Advanced Placement English design. In this study, a Class "G" secondary school has an enrollment ranging from 1,900-3,800; a Class "H" secondary school has 900-1,800 students; and Class "I" has 400-800 students. Also, this item determined whether or not there were similarities among students from schools of a comparable enrollment. Items 2-6 pointed out some general information, such as the cutoff SAT-verbal score some schools used and how many sections of Advanced Placement English the secondary schools scheduled.

The researcher thought it might be interesting to indicate the percentage of former male Advanced Placement English students who—participating in this study—matriculated in a college or university, and whether their Advanced Placement English Examination scores were equivalent to those of the females. It should be noted, however, that there have been fewer male Advanced

Placement English participants than female participants in New York State. In fact, there were, according to the College Board, 2,147 male participants of Advanced Placement English and 2,523 female participants in 1976. In 1975, there were 1,973 male Advanced Placement English participants, as opposed to 2,286 female participants (Table 2). Although the number of male Advanced Placement English participants increases each year, there is a higher percentage of female participants of Advanced Placement English.

The purpose of Item 8 was to determine the relationships between a student's English grade point average in high school and his Advanced Placement Examination score, as well as between a student's grade in Advanced Placement English and his Advanced Placement Examination score. Items 9 and 10 pointed out what percentage and where former Advanced Placement English participants attend college.

Items 11 and 12 directed one's attention to the secondary school's policy for taking an Advanced Placement English course and an Advanced Placement Examination in English. Moreover, the item indicated how many students took the English Examination without taking the Advanced Placement course. Item 13 requested that Advanced Placement English teachers give names and addresses of several former Advanced Placement English students, so that they could be mailed the Student Questionnaire on the usefulness of their Advanced Placement English course.

A total of 580 Advanced Placement and Non-Advanced Placement English participants received a questionnaire (Appendixes B-C). Of the 580, 240 former Advanced Placement and 215 Non-Advanced Placement English participants completed the Student Questionnaire. The rationale for presenting a questionnaire to both groups (Advanced Placement and Non-Advanced Placement participants) was for comparative purposes. The participants were taking a college freshman, sophomore, or junior English course. Thus, the breakdown involved an equal distribution of questionnaires to freshman, sophomore, and junior English students. The college or university English Department Chairpersons requested a given number of questionnaires and selected English courses in which to administer the Student Questionnaire.

Selecting a sophomore and junior English course enabled the researcher to get responses from students who had graduated from high school in 1975 or 1976; freshmen represented the 1977 class. To contact the first year college students presented no problem because of the placement policy of colleges and universities.

Seventy—included in the 580 total—additional former Advanced Placement English participants (identified by Advanced Placement English teachers) received a questionnaire by mail. Of the seventy, fifty-five students responded, and they gave a thorough impression of their Advanced Placement English course.

Items 1-6 requested respondents to indicate whether or not they had taken a regular or an accelerated college English course, the school year they matriculated in college, the title of the first college English course and grade received, and whether they had taken any other English course after their freshman year. Then, the information received regarding Items 1-6 could be compared with information received concerning Items 7-11. Actually, Items 7-11 directed to former Advanced Placement English participants requested that they review their experiences in the Advanced Placement English and the Pre-Advanced Placement English courses. Some of the questions raised were as follows:

> How much writing was required in your Advanced Placement English course?
>
> How much more work did the Advanced Placement English course require over the regular English course?
>
> Did you receive credit and/or standing at the college?
>
> Did you take freshman English in your freshman year?
>
> Did you experience any difficulty in the first advanced English course?
>
> Did you further your study in English after your freshman year?
>
> Did you major in English?
>
> How many books, other than school books, do you read per year?
>
> What recommendations would you make to future Advanced Placement English candidates?

The information received would indicate whether the size of the Advanced Placement English class afforded the teacher the opportunity to individualize students' needs, particularly those which required writing and discussion activities.

The researcher of this study raised Item 12-13 and 14-24 to advance the discussion of Hypothesis III (Advanced Placement English participants will receive higher grades than the Non-Advanced Placement English participants in the first college English course), and to ascertain how the participants evaluated their Advanced Placement English experience. Item 15, another relevant question, indicated how many participants elected not to take an advanced English course after credit was granted. Also, Items 18-23 pointed out how colleges and universities used the Advanced Placement English Examination score.

Related to Hypothesis II were items 17 and 24. Hypothesis II states that participants who receive an Advanced Placement score of "5" or "4" will receive more "A's" and "B's" in the first, regular or accelerated, English course than those participants who scored a "3," "2," or "1." Similarly, Items 25-28 would determine the number of participants who took more challenging English courses after their freshman year, and how well they did in the more advanced English courses.

How much one reads is often indicative of how well one will do in an English course. Thus, an educator would be expected to compare the number of books read by participants of the same group (Advanced Placement English participants). Items 30 and 31 undisputedly could be useful in helping secondary schools to assess their Advanced Placement English Program . Furthermore, respondents might indicate other significant options as a result of taking Advanced Placement English, such as taking double majors, enrolling in graduate courses as undergraduates, or graduating early to enter the job market.

An evaluation of the Advanced Placement English group and the matched regular English group might support the hypothesis that Advanced Placement English participants receive higher grades in their first college English course than do Non-Advanced Placement participants of equally high ability. The SAT-verbal score and the average in English, Grades 9-12 were the variables used to match Non-Advanced Placement participants as closely as possible with Advanced Placement English participants.

Data gathered from registrars (Appendix D) could also support Hypothesis II. For instance, registrars provided the grades that Advanced Placement and Non-Advanced Placement English participants received in the regular or advanced English course. A directive to forty-five registrars indicated that all students participating in this study should have graduated from a New York State secondary school. Also, the researcher of this study requested that registrars and admissions officers indicate the participants' Preliminary Scholastic Aptitude Test and Scholastic Aptitude Test verbal scores on the questionnaire.

Furthermore, registrars were to match at random Non-participants' first college English grade with the same number of reported Advanced Placement English participants' English grades. Records of students who had requested Advanced Placement English credit and/or standing were accessible in the Office of the Director of Admissions. Admissions officers were to examine the Non-participants' high school records, so that their performances could be compared with Advanced Placement participants of English.

The questionnaire to the registrars and admissions officers requested that they identify the title of the regular, honors, or advanced English class, the number of participants who received scores of "5," "4," or "3" on the Advanced Placement English Examination, and who received "A's," "B's," and "C's" in the first English course. The course grade would determine the proportion of former students excelling in the first course. Also, the course grade would indicate differences within the group. The experiment itself consisted of two groups: Experimental Group A (former Advanced Placement English participants who were entering freshmen the Fall semester during one of the years 1975-1977) and Control Group B (former Non-Advanced Placement English participants).

The Advanced Placement English Examination score, used as a quantitative measure of preparation for college, was the key variable. Grades in the regular and/or advanced college courses became another variable in comparing Advanced Placement English participants with Non-Advanced Placement participants.

Still other variables, such as sex, Advanced Placement English scores, participation in the Advanced Placement course, the SAT-verbal score and PSAT-verbal score—if given—became significant when comparing students within the same group. Also, there was a comparison according to sex to determine if separate equations were warranted for female and male participants. And indeed, an educator should consider the location and enrollment of the school from which participants had come.

In another questionnaire (Appendix E), admissions officers reported (Items 1-6) how many New York State former Advanced Placement English participants during 1975-1977 received college credit but took advanced English courses, how many took no advanced English course, and how many were requested to take freshman English. They, too, explained the credit policy of the college or university.

Items 7 and 10 relate to Hypothesis III (Advanced Placement English participants will receive higher grades than the Non-Advanced Placement English participants--). A response to the items might demonstrate that Group B (Non-Advanced Placement participants) was matched with Group A (Advanced Placement participants) according to similar ability. And, despite the fact that the Non-Advanced Placement English participants, in this study, have equally high ability, they do not receive higher grades than the Advanced Placement English participants in the first college English course. A possible reason for this occurrence might be that the Non-Advanced Placement English participants had not received a strong training in English. Consequently, they did not receive higher grades than the Advanced Placement English participants. The two items might also indicate that even Non-participants of English who took accelerated English courses in high school and in college the first year do not receive a high English grade.

Chapter IV will include the responses of Advanced Placement English teachers to the question, "Does your school use a cutoff College Entrance Examination Board SAT-verbal score or intelligence quotient as a determinant in deciding to accept or reject students interested in taking Advanced Placement English?" However, this researcher felt the SAT-verbal score might be an excellent variable to examine, since the SAT measures a student's basic verbal abilities. More specifically, it emphasizes a student's ability to read with understanding and to fully comprehend materials.

Granted permission by State University of New York at Cortland and Rensselaer Polytechnic Institute to use students' records for this study after signing an agreement not to release individual names, the researcher sought information on former participants and Non-participants of Advanced Placement English. The following variables became significant: participants' sex, name and location of high school, College Entrance Examination Board SAT-PSAT verbal scores--if given--type of high school English class (regular or accelerated), final

English marks (Grades 9-12), Advanced Placement English Examination grade, credit hours received and/or standing, name of exempted course, and the first college English grade. Additional concerns were how many former Advanced Placement English participants did not elect to take an English course if they had been exempted from freshman English, and how many participants continued in English after the freshman year and their success in the advanced English course. In addition, an educator might consider it important to know the title of the English courses Advanced Placement and Non-Advanced Placement English participants took.

Perhaps it should be noted that the matched Non-participants of Advanced Placement English at State University of New York at Cortland had a College Entrance Examination SAT-verbal score of 600 or more. Since the SAT-verbal mean score at the other institutions investigated was 500 or better for both Advanced Placement and Non-Advanced Placement participants, it should be pointed out that this sampling represents a more select group. In most cases, Non-participants do not receive higher grades than former participants of Advanced Placement English in the first English course. In investigating this fact, the researcher of this study used a random sample. In fact, the researcher used the registrar's computer sheets at State University of New York at Cortland and Rensselaer Polytechnic Institute to evaluate the grade Non-participants received in the first English course. Since there were so many computer sheets, the researcher selected every third sheet for each given year. Students who had high ability had been coded into special courses. Hence, the first college English grade was evaluated for every three students whose name appeared on the computer sheets as having taken the English course.

Although forty-five colleges and universities were invited to participate in this study, five institutions responded positively, namely The College of Saint Rose, Hartwick College, Rensselaer Polytechnic Institute, Russell Sage College, and State University of New York at Cortland.

The registrars and admissions officers of Non-responding colleges and universities were contacted by telephone four weeks after the first mailing date as a follow-up procedure. Because of the Buckley Amendment (1974), which prohibited outsiders from viewing students' folders without permission, and because of the policy of colleges and universities, the number of institutions consenting to participate in the study was less than that expected. Some institutions indicated that they could not release clerical staff to collect the involved statistics. Even an offer to pay a staff member for the clerical chore was unappealing to those institutions.

Even so, the information collected from folders of students, when available, and questionnaires completed by admissions officers, registrars, and students, yielded data for the five hypotheses. With this background, Chapter IV will focus on data analysis. Tables will be included to summarize the opinions of former Advanced Placement participants in the subject field, and to summarize the results of the study. To ascertain whether a significant difference exists within Group A, multiple correlations and a regression analysis will be used to indicate the best results of variables.

Chapter IV

ADVANCED PLACEMENT TEACHERS AND STUDENTS: SOME FINDINGS

The four divisions summarize the statistical interpretation of this study in tables (Appendix G). Division 1 summarizes responses from teachers of Advanced Placement English in New York State; Division 2 is concerned with responses from Non-Advanced Placement English students. Included in this division is a summary of the comments of former students of Advanced Placement English, indicating the Advanced Placement course's value. Division 3 reports the techniques (analysis of variance, multiple correlations, regression analysis, and Chi-square test) used in this study, while Division 4 provides a breakdown of students' performances by institution of higher education.

Division 1

Responses from Teachers of Advanced Placement English in New York State

One hundred questionnaires were sent to teachers of Advanced Placement English. Ninety responded. As a result of the questioning, it was found that forty-three schools could be categorized as "G," with an enrollment ranging from about 1,900-3,800 students; thirty schools are in Class "H" with an enrollment of 900-1,800; and seventeen schools have an enrollment of 400-800 students, Class "I."

The criteria for accepting a student into an Advanced Placement English class varied among schools. For instance, ten schools used a SAT and PSAT verbal score of 500, unlike the ten other schools which required a 600 SAT-verbal score. Fifteen schools required a PSAT-verbal score of 480/513. The schools classed as "G" used the SAT and PSAT verbal scores as variables, as well as recommendations from former English teachers, and a three-year English average of "90" for acceptance into the Advanced Placement English class, as opposed to the schools classed "H" and "I."

There were ten schools which required a reading score of 12.0. Of interest is the fact that ten schools required that students have at least an intelligence quotient score of 120 or higher. Ten teachers of Advanced Placement English indicated that their school did not use the SAT and PSAT verbal scores as absolutes, but that it was a good idea to include such variables. Several teachers of Advanced Placement English revealed that the Advanced Placement participants had been accepted according to recommendations by English teachers, achievement, and the three-year English average in an accelerated program. The teachers indicating the use of the SAT and PSAT variables also accepted recommendations from English teachers. They, too, expressed the idea that the Advanced Placement English teacher gave the students a summer reading list, an examination, and evaluated sample written work. One English teacher indicated a student receiving two "C's" in Advanced Placement English would be transferred into a regular course, but three teachers pointed out there was no definite cutoff. One teacher indicated that the student interest was the most important factor.

Two important questions have surfaced: Is Advanced Placement English a senior or a junior course? How many sections are usually offered? The finding is that 79 teachers indicated Advanced Placement English was a senior course, while 11 teachers indicated it was both a junior and a senior English course. One section of Advanced Placement seems the norm, since eighty Advanced Placement teachers indicated that there was only one section offered. Six teachers replied that there were two sections, three reported that there were three sections, and only one teacher indicated that his school offered six sections.

It seems economically sound to have only one instructor teach Advanced Placement English. Teachers of Advanced Placement English (89) unanimously felt that it was by a mutual agreement between administration and the Advanced Placement teacher that the same teacher would conduct the course.

Additional questionnaire findings revealed that 89 teachers had taught the Advanced Placement course a minimum of three years, and one teacher had taught the course two years, replacing a retired teacher.

During the three years 1975-1977, the number of participants who took the Advanced Placement English course and examination was 364. Of these, 49 students (29 females and 20 males) scored "5"; 117 (70 females and 47 males) scored "4"; 157 (69 females and 88 males) scored "3"; 33 (18 females and 15 males) scored "2"; and 8 (4 females and 4 males) scored "1." The students' Advanced Placement English mean score was "3." Also, 86 teachers indicated that no student takes the Advanced Placement English Examination without taking the Advanced Placement English course. However, four teachers of Advanced Placement English reported that basically there were each year 5-10 students who took the Advanced Placement English Examination without taking the Advanced Placement English course. Those students' Advanced Placement Examination mean score was "2." Three teachers indicated that the Advanced Placement English Examination was an option to students who took the Advanced Placement course.

Eighty schools required that students have an English average of "90" or above in order to be eligible to take Advanced Placement English, and that students should have taken an accelerated English course. Ten schools required that students have at least a three-year English average of "85." As expected, this researcher found that 98% of the Advanced Placement participants furthered their education at a higher institution of learning and attended college immediately. The Advanced Placement English teachers further reported that the following New York State colleges and universities received a large number of Advanced Placement participants: Adelphi, College of Saint Rose, Columbia, Cornell, Hamilton, Le Moyne, Nassau Community, New York City Universities, New York University, Rensselaer Polytechnic Institute, Saint John's University, Siena, The State Universities of New York, Syracuse University, Vassar, Villanova, and Union College.

Division 2

Responses from Participants

The Non-Advanced Placement English respondents totaled 215 students who expressed a regret that they did not take the Advanced Placement English course and the examination offered in their school. The students also felt that a regular English teacher who has a class of thirty students often finds it difficult to individualize instruction (particularly writing instruction). For that reason, the regular English teacher, unlike the Advanced Placement English teacher, requires fewer writing assignments, and often assigns fewer reading assignments.

Several students felt that the regular English course did not motivate students to read independently. They, however, read independently a number of unassigned books each year. Twenty-six of these students indicated they read 13-15 books; 41 students read 10-12 books; 40 students read 7-9 books; 80

students read 4-6 books; 28 students indicated they read 1-3 books.

Given this information, the number of books Non-Advanced Placement students read averaged one to three. Opposed to this, 100 Advanced Placement students pointed out that they read 13-15 books. For comparative purposes, the Advanced Placement English students read, other than school books, a number of books per year. Eighty students read 10-12 books, while fifty students read 7-9 books; five students read 4-6 books; and, five students read 1-3 books. The suggestion made by Non-Advanced Placement English students was that students should take advantage of the English offerings in high school. Two additional comments might summarize the thinking of the group.

One student stated, "It is a good idea to take the Advanced Placement course, particularly if there is a great Advanced Placement English teacher." A second student replied, "Take the Advanced Placement English course and the Advanced Placement Examination to eliminate wasting time in a freshman course."

The Non-Advanced Placement students who took regular freshman English totaled 211, as opposed to the one Advanced Placement student who took a regular freshman English course. Forty-five Non-Advanced Placement students received a grade of "A"; 54 received "B"; 83 received "C"; 29 received "D"; no one received "F." One cannot help noting that the average grade for Group B was "C."

On the contrary, 121 Advanced Placement English students received "A"; 115 received "B"; four students received "C"; no student received "D" or "F."

The students of Group B (Non-Advanced Placement participants) who took no English course after the freshman year totaled 204, whereas only nine students of Group A (Advanced Placement participants) did not further their study in English after their freshman year. The students of Group A who did further their English study totaled 231, and their average grade was "B." That is, no one received a grade less than "B" in the other English course.

Accelerated college English courses included Contemporary American Novel, Classics in World Literature, Critical Approaches to English, English and American Masterpieces, Great Books I, Introduction to Values and Ideals in Literature, Journalism, Language and Linguistics and Oral Communication, Literary Tradition: Seventeenth Century to Present, the Modern Novel, Reading Prose and Fiction, Socrates, and Survey of English Literature before 1600. Only three students indicated they experienced difficulty. They reported that the other students in the course were mainly English majors, ranging from sophomores to the more experienced seniors. Keeping up with the English majors' ideas and styles was difficult, although some of the Advanced Placement students received "4" on the Advanced Placement English Examination and "B" in the first college English course. Another student reported that his professor was more critical of the poetry analysis than in high school. Yet, the Advanced Placement English course taught the student how to analyze poetry, resulting in a college course grade of "B." Still another student commented, "The English majors just made me feel somewhat uncomfortable."

The Advanced Placement English participants re-evaluated their experiences. Respondents of this group indicated that their Advanced Placement English class size range was 9-32 students, and that the average class size was seventeen students per class. This researcher found that seven students were in an Advanced Placement English class ranging from 30-33; 20 students had a class size of 25-28; 35 students had a class size of 21-24; 70 students' class size ranged from 17-20; 63 students' class size ranged from 13-16; and 45 students' class size ranged from 9-12.

There were 238 students who felt that the Advanced Placement English course was more advanced than the regular English course. These assignments were more difficult, requiring extensive reading, creative, critical and analytical writings, and oral presentations. One student commented, "Much more work is required. I often tired of all the work, found some of the reading tedious, found it very disconcerting to do what I thought was best and get a "B." Yet I learned more in that course than any other high school course. I found it more interesting, demanding, and more enriching than my college English courses. I'm so glad I took the course and would recommend it to anyone who is a candidate to take it."

The researcher of this paper found that Advanced Placement English teachers' requirements varied. Some Advanced Placement English teachers assigned frequent writing assignments: extemporaneous, poetic, journalistic, descriptive, and expository. Other teachers of Advanced Placement English required projects and major analytical papers, ranging from 8-15 typewritten pages; a short paper for each major work read and discussed in class; and short essays, including essay tests. Several required an annotated bibliography or a research paper and/or a final interpretative paper on a particular work.

All of the Advanced Placement English teachers questioned required a minimum of one paper every week. The respondents further reported that their grading process was more rigid, unlike the regular English teacher. The Advanced Placement English teacher, unlike the regular English teacher, spent more time on research papers and how to develop thoughts logically and effectively.

The format of the discussions in the Advanced Placement English course included bi-weekly seminars with students discussing according to thematic approaches. Also, there were small group performances, teacher-student dialogues, student leaders, debates, panel and open discussions, and "talk-shows." For the "talk-shows," students assumed an authorship and answered questions about his/her work.

The consensus of the group (Group A) was that the teacher's method, using critiques on supplemental materials and a sharp questioning technique, encouraged students to initiate discussions for a more comprehensive and cohesive class discourse. Furthermore, using slide presentations and the teacher as mediator, to focus on "dead" conversations, motivated the students even more. Also, the small groups permitted the Advanced Placement English teacher an opportunity to individualize instruction. Several students commented as follows:

> We read literary works of a more sophisticated nature, which were more complicated, and less easy to understand than those of the regular English class. There was an in-depth coverage of works by genre. The Advanced Placement English course dealt with many more aspects of English, mainly through analysis of works, whereas the regular senior English was geared toward speech and drama.
>
> I was required to take an essay test in order to qualify for the course, and only a limited number of students were accepted for the course. So the course was very advanced.
>
> It was a fifth year English course for those students who had advanced during junior high school, thereby emphasizing Advanced Placement as an advanced college-level English course.
>
> The course met for sixty minutes—longer than the average English class—allowing time for more advanced work.

> The work load was equivalent to any college English course.
>
> The course required more self-motivation in English than the regular English course.
>
> It was a time consuming, very challenging, but interesting course.

The two students who indicated that the Advanced Placement English course was not advanced attributed it to their unstructured Advanced Placement English teacher. They preferred a more traditional setting. One of these students commented:

> I did not find the Advanced Placement English course advanced over the regular English course, because the Advanced Placement teacher wasn't organized, resulting in meaningless discussions and writing assignments. In my regular class, taken simultaneously with Advanced Placement, we progressed from Homer to Chekhov. There were scheduled tests and three short term papers. In the Advanced Placement class, we read fewer works because too much time was spent on one work. The writing assignments weren't anymore advanced than the ones in Western Literature. Returned papers had no criticism, and there was no adherence to due dates for assignments. The regular English course helped me most, although I scored "2" on the Advanced Placement Examination. I, too, received a "C" in my first college English course.

An educator must consider whether or not the Advanced Placement participants felt prepared for the Advanced Placement English Examination, as a result of taking the Advanced Placement English course. Participants of Group A (237) felt that they were adequately, or excellently, prepared for the Advanced Placement English Examination. They felt that the study of questions of past examinations, the teacher's drilling, and demanding writing assignments parepared them for the challenging Advanced Placement Examination. Several students even indicated that the works read were applicable to the test.

One student stated that she did not feel prepared for the examination at the time. But after re-evaluating her experience, she was very prepared, resulting in an Advanced Placement English Examination score of "5." Yet, three students stated the following.

> Although receiving a "3" on the examination exempted me from freshman composition, I felt extremely unprepared for the examination. I took an accelerated college English course (Introduction to Poetry) and received a grade of "C." I experienced difficulty with the writing assignments and class material in general even in the Advanced Placement English course. But, I took a second college English course, and I received an "A."
>
> There were thirty students in my Advanced Placement English class with one or two papers a month, about one more paper per month than the regular English students were required to complete. The course had little relationship to the Advanced Placement Examination although I received a "3" and received credit. Yet I am glad I took the course.
>
> I was not very well prepared because the teacher was not prepared to teach the course.

The majority of the participants of Group A felt that they were prepared for the Advanced Placement Examination, and were pleased that they had taken the Advanced Placement English course, since 238 students commented favorably. Many reported they would re-select the course, if given another opportunity, for the course was the most beneficial one taken in high school. In addition, students reported that the course enriched their study of literature, and it helped students develop a greater appreciation for literature because of the increased depth of study. The course helped students, according to the respondents, to understand the process of research, and it prepared students for college, as well as for on-the-job training. Many students felt the course introduced them to authors of better "quality."

Several pointed out that their Advanced Placement English teacher emphasized how to write a concise, unified, accurate essay, how to write a research paper, and how to better express ideas effectively in both oral and written communication. Moreover, they felt that the course prepared them for college English and other college courses.

One student commented, "The course was invaluable in terms of improving my ability to write. This certainly helped me to deal with college courses whether they were English or not." Another student stated, "It was by far the smartest thing I did in my four years of high school. I was completely prepared for college work." Still another student stated:

> The Advanced Placement English course was a great bridge between the high school English program and the college English program. It was enjoyable because of the small group atmosphere. Also, the course allowed for more freedom of expression than would have been allowed in a freshman college course of 35 students.

Finally, one "enlightened" student said, "I could do more than just read a book. Not only had I matured in my writing and thinking ability, but also I matured as a person by taking the Advanced Placement English course."

Several respondents felt that the Advanced Placement English course was a very important and useful course in preparing students for the Advanced Placement Examination in English and for future college courses. The same students felt the Advanced Placement course was more valuable than a half-year freshman college course in English.

Those students who saved tuition also received three to six credits and/or standing for $29.00 (the 1976 fee). One student reported that he was placed in an Honors Program, since his SAT scores were over 1200 and his English average in high school was "90." He further stated that he became enthused about taking the diverse English courses above the freshman level after taking the Advanced Placement English course.

Of course, there were students who considered the course valuable because they were exempted from freshman composition and literature. They received credit toward distributional requirements, thus lessening the credit burden. Some students took and passed a test, resulting in a waiver of three English courses. Several stated that they were able to enroll in higher level English courses, as well as to take courses that would have been difficult to schedule. One proud student stated, "The Advanced Placement English course enabled me to walk into a job at our local newspaper as a reporter-journalist."

Other student comments sum up their enthusiasm and reasons for taking the course:

> It was a challenging but fun course which prepared students for the upper level college English courses.
>
> It was a rewarding experience; however, I feel that there should be a unified policy among colleges to grant students credit if they receive a "5" or "4" on the Advanced Placement English Examination. I scored "4" but received no credit and no explanation.
>
> Upon completion of the Advanced Placement English course, I felt that my creativity had been expanded.
>
> Although I did not receive credit for my score of "2," I received a "B" in my first college English course. I would not have been able to handle the college course competently had it not been for my Advanced Placement English course. It was an excellent college preparation course.
>
> I developed an awareness of the beauty of literature.
>
> I received six college credits, and I don't have to take any more English courses.
>
> It looks good on my record, and I didn't have to take freshman English.

Taking the Advanced Placement course gave me a feeling of accomplishment, since I never felt that I did well in English. The course broadened my reading interests.

I am very happy I took the course, but unhappy because I did not take the examination. The course prepared me for college English. Now, I think I should have taken the examination to eliminate the required freshman English course.

The course offers one a chance to develop his/her potential.

Taking the course improved my writing skills and prepared me for writings in college. Most importantly, it spared me the agony of a freshman English course, which would have been a waste of time.

It was a fantastic experience—very interesting and competitive.

I found the course particularly enjoyable, perhaps one of the most satisfying courses I have taken in my entire educational career. In my case, the teacher was, and should be, perceptive, interesting, knowledgeable, and enthusiastic, so that students had the incentive to learn.

Advanced Placement English is a good course because it encourages excessive reading and a command of analysis, questioning and answering skills. It helped me to understand works in a way that I have never experienced.

I learned more in Advanced Placement English than I did in freshman English Composition, despite my Advanced Placement Examination score. And it is an excellent idea to keep the classes small (at least under fifteen).

Advanced Placement English is a challenge which drives individuals to the highest point, but not out of competition.

Advanced Placement English helped me establish a dual major in both Biology and English.

> Advanced Placement English has been an excellent course for writing improvement. And the course helped me to think logically, although I received "1" on the examination, but I received two "A's" in my first two regular English courses.
>
> Thanks to my Advanced Placement teacher for helping me become a competent writer and an effective analyst of poetry.
>
> I learned different writing styles and when to use them.
>
> My freshman composition course, required since I did not receive Advanced Placement credit, was a "joke" compared to the work load of Advanced Placement English.
>
> It helped me to develop a good literature background and helped me to write research and interpretative papers with ease.
>
> I can read and discuss literature intelligently. I even understand different periods of literature.
>
> The Advanced Placement English course enabled me to take advanced courses earlier.
>
> The Advanced Placement course allowed students to enrich their study of literature by taking educational field trips related to the course, such as The House of Seven Gables, Walden Pond, The Emerson House, and the Witch House. Included were some theatrical productions.

Only two students indicated that they were not satisfied that they took the Advanced Placement English course. One felt that the Advanced Placement teacher was not prepared. The other student reported that despite the fact that his work was inferior to other students in the course, the Advanced Placement English class was a farce.

The respondents, except for the one student who did not attend college, felt the Advanced Placement course helped them in a number of ways. For example, they felt the Advanced Placement course made them more cognizant of the college format for discussion, which was very similar to the format used in Advanced Placement English. They stated that the course helped them to develop their analytical and writing skills, and that they learned how to discuss scholarly works in a relatively free but semi-structured environment. Also, they learned how to organize and express their thoughts clearly and succinctly, and how to adhere to directions.

Ninety-five respondents (mostly females) of Group A took the Advanced Placement English Examination in 1977, opposed to 65 students in 1976 and 80 in 1975. The students who scored "5" on the examination totaled 78; 78 received "4"; 79 received "3"; and five received "1." No responding student received "1." Thus, the average grade was "3."

The Advanced Placement respondents who received credit totaled 230; two students received standing; five students received credit and standing, and three students received no credit. Some of the New York State institutions the respondents attended included The College of Saint Rose, Cornell University, Hudson Valley Community College, Long Island University—C. W. Post College Division, New York University, University of Rochester, Saint Bonaventure University, Siena

College, The State Universities of New York (Albany, Buffalo, Cobbleskill, Cortland, Fredonia, New Paltz, Oneonta, and Plattsburgh), Rensselaer Polytechnic Institute, and Russell Sage College.

Several noteworthy additional comments regarding the Advanced Placement English course are as follows:

> During my four semesters in college, there have been innumerable instances where the knowledge gained in Advanced Placement English has helped me. I often view my Advanced Placement English course as the single most worthwhile and outstanding course of my high school career. I attribute much of my success in college to the foundation I acquired in Advanced Placement English.
>
> If Advanced Placement English is offered in your school, take the course and the examination. If you do not do well on the Advanced Placement Examination, at least you have been exposed to literary analysis and will have the background. You might even choose to take another College Board examination.
>
> I'm glad I took the course for the in-depth study of the Humanities (the World of Art), a world which I had never, before this class, appreciated.
>
> It's the teacher that counts. My instructor was an experienced and master teacher on motivation.
>
> The course was a good stimulus. It's a status-symbol for those who have the ability to excel in English.

The Advanced Placement students' recommendations to future Advanced Placement English candidates were varied. They suggested that (the future Advanced Placement student) take the course for personal enrichment; take the examination because of its merits, particularly for those students who do not wish to further their English studies in college; encourage administrations to hire a competent Advanced Placement English teacher; consult with former Advanced Placement students about their experiences in the course; discuss with the Advanced Placement teacher the details of the course; and, be prepared to analyze literature and do frequent writings. One student recommended that the English Department in every New York State secondary school re-evaluate its course offerings to insure detailed coverage of the basics, particularly how to use correct grammar and how to convey ideas clearly, precisely, and subtly. Advanced Placement English is one such course this student feels should be continued, or instituted, to prepare students with marked ability for lifelong learnings.

This summary of the reactions and experiences of the Advanced Placement and Non-Advanced Placement students questioned does give insight into current student attitudes toward Advanced Placement English. Appendix F enumerates additional recommendations to future Advanced Placement English students.

Division 3

Statistical Analysis

Using the One-Way Analysis of Variance by institution, the researcher found that there were 456 students who took a first college English course--124 students did not--(Table 3), and that there were significant differences among the five participating colleges and universities in average grades in the first college English course. The number of students in each cell was not equal (28, 11, 8, 3, 50), and the educator should be cautioned when interpreting with different cell sizes.

Using a four-point scale (4=A, 3=B, 2=C, 1=D, and 0=F), the mean grades by institution for the first college English grade are given in Table 4. The finding for the five institutions combined is that 93 of the students from Groups A and B received an "A" in the first college English course; 171 received "B"; 129 received "C"; 46 received "D"; and 17 received "F" (Figure 1). Hartwick College ranked the highest.

The researcher of this study also noted other differences among the institutions. For instance, there were only fifty students who took a second English course. Eighteen of those fifty students received an "A"; twenty-two received "B"; eight received "C"; one received "D"; and one received "F" (Figure 2).

No student from Russell Sage College took the second English course. The average grade was highest at Rensselaer Polytechnic Institute (Table 5). The number of students who took a third and fourth college English course, although fewer than those who took the second college English course, attended Hartwick College, Rensselaer Polytechnic Institute, and State University of New York at Cortland. Of the 15 students who took a third English course (Figure 3), the average grade was highest at Rensselaer Polytechnic Institute. The actual breakdown was that eight students received a grade of "A"; three received "B"; and four received "C."

Of the six students who took a fourth English course (Figure 4), the average grade was also highest at Rensselaer Polytechnic Institute. Three students received an "A," and three received a "B."

Conversely, all participating institutions of higher education reported some English 12 grades, and the number of English averages for the third and fourth years of high school totaled 550. For the 550 students whose English 12 grade was known, 69 students averaged "85"; 90 students' averages ranged between 71-84; 126 students' averages ranged between 86-89; and 265 students' averages ranged between 90-99 (Figure 5).

While 44 students had an "85" four-year average (Figure 6), 93 students' four-year English averages ranged between 71-84, as opposed to 98 students' three-year averages (Figure 7) in the same range as the four-year English averages. The four-year English average range for 413 students was 86-99, as opposed to 399 students' three-year English averages in the same range.

Furthermore, there were differences among institutions when examining the variables: SAT-PSAT verbal scores and the Advanced Placement English Examination score (Table 6). The average grade was highest at State University of New York at Cortland for the SAT-verbal score (given 475 scores) and the PSAT-verbal score (given 474 scores). The average Advanced Placement English Examination score for the 290 students was highest at Russell Sage College.

Also used in this study was the Two-Way Analysis of Variance format—placement by sex—for students who took the first college English course. Even given 456 students, the two-way interaction between placement and sex was not statistically significant (Table 8). However, there were overall differences between Advanced Placement and Non-Advanced Placement students, and between females and males (Table 7). Although the two-way interaction was not statistically significant, there was a slight tendency for the difference between females and males to be in the Advanced Placement group. These data, too, support the fact that the male Advanced Placement English participants' mean grade (3.02) does not vary greatly from that of the female Advanced Placement participants (3.02), despite the number of females (154) and male (136) Advanced Placement participants.

For those previously mentioned 50 students (Advanced Placement and Non-Advanced Placement) who took a second English course, there was no statistical difference between the female (28) and male (11) performances of Advanced Placement students, even though the mean grade for females was 3.29, as opposed to 3.09 for males. On the contrary, there was a statistical difference between Non-Advanced Placement female and male performances. The mean grade for Non-Advanced Placement females was 2.88, whereas the mean grade for Non-Advanced Placement males was 2.00 (Table 9).

There were 475 students who had a SAT-verbal score, and 105 had no SAT-verbal score; 252 were Advanced Placement English students and 223 were Non-Advanced Placement English students (Figure 8). The mean SAT-verbal score for the 475 students was 584.8 with a standard deviation of 85.0. Sixty-two students' SAT-verbal score range was 210-495, and 413 students' SAT-verbal score range was 510-795. There were 256 students who had a SAT-verbal score of 600 and above.

As shown in Table 10, there is a significant difference in the SAT-verbal score for Advanced Placement females and males. The males tend to average 602.68, as opposed to 584.51 for females. There is even a higher average difference in the SAT-verbal score between the female and male participants of the Non-Advanced Placement group. As shown in Table 11, the interaction of placement by sex is statistically significant. In the Advanced Placement group, then, males achieved better SAT-verbal scores than females, and in the Non-Advanced Placement group, females achieved better scores than the males.

Whether a student was an Advanced Placement female or male student was not significant when the PSAT-verbal score was included. However, there was a greater statistical difference between the performance of Non-Advanced Placement females and Non-Advanced Placement males. For instance, the average score for female Non-Advanced Placement participants was 591.17, as opposed to 543.64 for male Non-Advanced Placement participants (Tables 12 and 13). Perhaps it should be pointed out that 79 students' PSAT-verbal score range was 310-490; 395 students' range was 500-780. Those students whose PSAT-verbal score was 600 and above totaled 221 (Figure 9).

A cross-tabulation provided the researcher the grade which students in Groups A and B received in the first college English course. For Group A (Advanced Placement English students), there were 115 students who had an Advanced Placement Examination score, as well as a first college English grade. In examining the Advanced Placement score of the 290 former Advanced Placement students, the researcher found that 32 students scored "5"; 63 scored "4"; 87 scored "3"; 96 scored "2"; and 12 scored "1" (Figure 10).

The cross-tabulation of the Advanced Placement score (Table 14) confirmed that Advanced Placement participants whose score was "5" or "4" on the Advanced Placement English Examination received more "A's" and "B's" in the first college English course, basic or accelerated, than those participants whose score was "3."

Those students whose examination score was "3" received more "A's" and "B's" than those students whose score was "2" or "1" (Hypothesis II).

The frequency table gave the percentage. This researcher found that 36.5% of the females received "A's"; 48.7% received "B's"; 13.0% received "C's"; 1.7% received "D's." No female Advanced Placement participant received "F."

Of the 75 male Advanced Placement participants who had both an Advanced Placement Examination score and a first college English grade, 33.3% received "A's"; 56.0% received "B's"; 8.0% received "C's." There was no "D," but 2.7% received "F."

The expectancy frequencies in several cells were too small for the Chi-square test to give a level of significance; the researcher, therefore, combined "C," "D," and "F" categories to eliminate the problem. This decreased the power of the test in determining significant association between sex and the first college English grade. Whereas the frequency table gives a breakdown of the number of "C's," "D's," and "F's" cited in the preceding paragraphs, the combined categories do not. For example, 14.8% of the Advanced Placement females received "C's" or below, compared to 10.7% of the Advanced Placement males who received "C's" or below (Table 15).

Combining the categories for the Chi-square test, the association between grade and sex of the Advanced Placement participants was not statistically significant, $\underline{p}$=.5530. The evidence is not given that there were some low scoring males. However, the analysis of variance indicated a significant difference between sex. In the raw data, there were more low scoring males. In fact, the most noted statistical difference among members of the Advanced Placement group was that no male participant received a "D," whereas two females received a grade of "D." Two male Advanced Placement participants received "F"; no female Advanced Placement participant received "F."

Although there were more female Advanced Placement participants than male participants in this study, the male participants' examination scores were not significant in relation to the females, thereby confirming Hypothesis IV (the male students' Advanced Placement English Examination scores will not be significant to the female students' scores, despite the fact that there were more female participants in Advanced Placement English in 1975-1977.

As expected, there were more Non-Advanced Placement participants (266) who took a first college English course. Nine percent of the male participants received "A's," as opposed to 10.5% female participants; 24.1% of the males received "B's," whereas 30.8% of the Non-Advanced Placement females received "B's"; 37.0% of the males received "C's," as opposed to the 43.0% of the Non-Advanced Placement females. Eighteen percent of the Non-Advanced Placement males received "D's," unlike the female 15.0%. And 11.0% of the males received "F." No Non-Advanced Placement female participant received "F." When combined, 58.6% of the Non-Advanced Placement females received "C's" or below, as opposed to 66.9% Non-Advanced Placement male participants. The association between grade and sex in the first college English course is statistically significant, $p=.3701$. It should be noted that this researcher was able to collect information from the participants' college records. The data obtained were standardized test scores, college English placement, credit, and first English grades--which gave the researcher the numbers for the tables and figures cited.

To give the possible difference between Groups A and B (represented by their means) on one variable at a time, the F-test was used.

With the given data, Hypothesis III was verified (Advanced Placement English participants receive higher grades in their first college English course, basic or advanced, than do Non-Advanced Placement participants, even though the Non-Advanced Placement participants were matched as closely as possible to the Advanced Placement participants). The Non-Advanced Placement participants were matched according to SAT and PSAT verbal scores, English 12 grade, four-year average in English, as well as the three-year average in English.

For a prediction analysis, the stepwise regression examined three variables: the Advanced Placement English Examination score, the four-year high school grade point average in English, and the grade in the Advanced Placement English course, to determine which single variable could best predict the success of accelerants in the first college English course. The three predictors combined only raised the multiple correlation to .51. Table 16 shows that the Advanced Placement score is the best predictor of accelerants' success in the first college English course, basic or advanced. Perhaps it should be emphasized that an inclusion of the four-year high school grade point average in English and the grade in the Advanced Placement English course may improve prediction of the first college English grade.

The use of several correlations shows relationships among variables for the former Advanced Placement English group. Another finding was that there were significant relationships for the Advanced Placement group, such as the relationship between the Advanced Placement score and the first college English grade, between SAT-verbal score and the first college English grade, between PSAT-verbal score and the first college English grade, between the Advanced Placement score and the four-year English grade (Advanced Placement English grade), between the three-year English average and the four-year English average. The findings, as expected, were that there was a correlation between the student's four-year English grade point average in high school and the Advanced Placement Examination score, and the student's grade in Advanced Placement English and his/her Advanced Placement Examination score. The strongest correlation was between the Advanced Placement English Examination score and the college grade in the first college English course. Table 17 shows the values for these correlations.

Given variables 4-5, there is a strong relationship between SAT-verbal and Advanced Placement scores, and a strong relationship between SAT-PSAT verbal scores for predicting the Advanced

Placement scores. Although the Advanced Placement English grade is a valid variable to use in a prediction equation for the first college English grade, it should not be used as a single predictor.

Another significant point is that the correlation only included those Advanced Placement participants who had scores for each variable. For this analysis, Russell Sage College and The College of Saint Rose were excluded when including SAT-PSAT verbal scores as predictors, because there were so few scores or the scores were systematically missing for their students. However, all five participating colleges or universities were included for the analysis of the first college English grade (dependent variable), using predictors such as the Advanced Placement English Examination score, the English 12 grade, the three-year English average, and the four-year English average.

Also, this researcher examined the different correlations for the Advanced Placement and Non-Advanced Placement groups (Tables 18 and 19). For the Non-Advanced Placement students, the five participating institutions were included. The first college English grade was used as a dependent variable. In addition, the predictors used were the English 12 grade, and the three-year and four-year English averages. Again, Russell Sage and The College of Saint Rose were excluded when the SAT and PSAT verbal scores were used as predictors, as well as the English 12 grade, the three-year and four-year English grades. The finding for the sample used was that there is little or no relationship among variables. The strongest correlation seems to be between the students' four-year English average and the first college English grade.

Included in this study is an evaluation of an additional twenty former Advanced Placement English students' performances during 1975-1977. These students are graduates of Albany High School, Albany, New York. It should be pointed out that the variables used for the 580 sample were also used for these twenty students to predict their success in their English courses.

One finding was that four of the students had a four-year English average below "85"; that is, the range was 78-84. Those four students' performance was compared to the sixteen students (including the five males) whose four-year English average range was 84-94. The mean was 88.95 and the standard deviation was 4.478. Seventeen students had a three-year English average which ranged from 85-95. And three of the previously mentioned four students had less than an "85" three-year English average.

The mean score for the twenty students was 3.0, with a standard deviation of 1.0. Three students scored "5"; two scored "4"; nine scored "3"; five scored "2"; and one scored "1." One of the examinees who scored "5" received Advanced Placement credit and placement in English (two terms) in September, 1975. Another examinee who scored "5" was given credit and placement in English (one term) based on her secondary school record and examination score in September, 1977.

Still another student from the same high school received credit and placement in English (one term), also based on her secondary school record and examination score in September, 1975. Her examination score was "4." Both females (the recipients of "5" and "4") furthered their English studies after their freshman year, and they received "A's" and "B's." Even one student whose Advanced Placement English Examination score was "3" received credit and placement (one term) in September, 1977. His credit and placement, too, was based on his secondary school record and examination score. Also, these students' SAT and/or PSAT verbal score range was 570-700.

The four cases further support the contention that the secondary school record and examination score might be predictors of success in the first college English course.

Given the former Advanced Placement students' SAT-verbal scores from Albany High School, six students had a SAT-verbal score below 500, as opposed to the one student who scored below 500 on the PSAT-verbal section. One of the students who scored "1" on the Advanced Placement English Examination had SAT and PSAT scores lower than 460, but the student received "C" in the first college English course. Three of the low SAT and PSAT scorers received "2" on the Advanced Placement English Examination but "B" in the first college English course. One student took no first course. Two other low scorers on the SAT-PSAT verbal sections scored "3" on the Advanced Placement English Examination. Again, one student took a first college English course and received "B"; the other student did not take the first college English course.

On the other hand, there were 14 students whose SAT-verbal score range was 512-704; and 19 received a PSAT-verbal score of 504-700. The mean PSAT-verbal score was 574, with a standard deviation of 93.437. Four of the 20 students did not take the first college English course. In college, the 16 students' first English grades were as follows: one student received "A"; 14 students received "B"; and one student received "C." It appears that the consistent predictors of students' success in the first college course are the SAT and PSAT verbal scores.

The best single predictor was the Advanced Placement English Examination score (r=.73).. This was also true for the 580 sample. Adding the SAT and PSAT verbal scores, and the English Advanced Placement grade to the Advanced Placement Examination score slightly raised the correlation (r=.75). All three variables combined appeared to stabilize the prediction for success in the first college English course. Hence, it seems logical to think that the higher the SAT and PSAT verbal scores, the higher the Advanced Placement score will be. And the higher the Advanced Placement score, the better it is to predict success in students' English courses.

Probably the most noteworthy finding is that students with low SAT and/or PSAT verbal scores often receive scores of "3" or above (Tables 20 and 21). Those students should not be rejected from the Advanced Placement course on the basis of the verbal scores alone. Perhaps this is the philosophy of the high school used in this study. It appears further that this secondary school recognizes that students with differing levels of scholastic aptitude may excel in the Advanced Placement English course, if granted the opportunity, as well as they may receive a competent Advanced Placement Examination score, and possibly excel in the first college English course.

Division 5

Student Performances by Institution

Given a 580 sample, 210 students participated in 1977; 176 in 1976; and 194 in 1975. The number of female-male participants totaled 308 and 272. In the 290 Advanced Placement English group, there were 46 females and 59 males in 1977, whereas there were 46 females and 40 males in 1976. In 1975, the number of female participants was the highest, totaling 60, compared to 37 males.

At State University of New York at Cortland, there were 52 Advanced Placement English participants matched with the same number of Non-Advanced Placement participants. The number of students for Group A was 10 females and five males in 1977; 15 females and four males in 1976; and 15 females and three males in 1975. Participants of both groups had a three-year English average of "85" or above. The distributed averages in English (Grades 9-12) for both groups ranged between 83-84. Very few students had distributed averages in English less than "83" in the given years (Tables 22 and 23).

The Advanced Placement English participants' grades ranged between 83-100 for the three-year and four-year high school averages. Very few students received less than "85" (2 females and 2 males). One female student's grade was in the level of 83-84 for the three-year and four-year English averages, whereas a total of two male Advanced Placement students had three-year and four-year English averages in the grade level of 77-79 (Table 24).

For the Non-Advanced Placement group, one female's three-year English average range was between 80-82, whereas one male student's three-year English average range was between 77-79 (Table 25).

In examining the SAT and PSAT verbal scores for Group A (students who had one or both scores), the researcher found that the verbal scores for both groups averaged 500 or more. Five female students in the Advanced Placement group did not have a PSAT-verbal score of 500, and three students did not have a SAT-verbal score of 500. Six male Advanced Placement students did not have a PSAT-verbal score of 500, and four males did not have a 500 SAT-verbal score. Those students' examination scores were "2" or "1," and they received a "C" in the first college English course. One female Advanced Placement student, in spite of her 500 SAT and PSAT verbal scores, and score of "3" on the examination, received a "D" in the first English course.

All of the Non-Advanced Placement females and males had SAT and/or PSAT verbal scores of 600 or more at State University of New York at Cortland. However, 12 Non-Advanced Placement females and five males who had scores of 600 on the SAT and PSAT verbal sections received "D," except for one student who failed the first course. Specifically, 16 students received "D." One student received "F"; three students received "A"; ten students received "B"; and 22 students received "C" (Table 26).

Forty-four Advanced Placement English students took a first college English course. Six students received "A's"; 21 received "B's"; 15 students received "C's"; and two students received "D's." No Advanced Placement student failed the first English course. These students had the following Advanced Placement Examination scores: two had received "5"; four had received "4"; 23 had received "3"; 17 had received "2"; and six students had received "1" (Table 27). Five from this group majored in English, and even four Non-Advanced Placement students furthered their English study by taking two or more English courses.

Some of the higher level courses Advanced Placement students took were American Literature, Introduction to Fiction, Introduction to Poetry, Major Figures in British Literature, Modern European Fiction, Shakespeare, and the Victorian Age.

There were 40 Non-Advanced Placement females and 12 males. One female received "A," whereas no male received an "A." Eight females received "B," whereas four males received "B"; 18 females received "C," as opposed to three females who received "C"; 13 females received "D," as opposed to four males who received a grade of "D." One male student received "E" (failing grade), and no failing grade received by the female group. The evidence shows that Group B students' average grade was "C" (total of 21), although there were 17 "D's." All of these students took the regular freshman composition course, whereas the 15 Advanced Placement students who received "C" in the first English course were enrolled in an advanced English course. Moreover, those Advanced Placement students who scored "2" or "1" and who received a "C" or "D" in the first English course had a lower SAT and/or PSAT verbal score than the other members of the group. Their SAT and/or PSAT verbal scores ranged from 420 to 500.

Unlike Group A students, all of Group B students had a SAT and/or PSAT verbal score of 500, and frequently more. Yet, the number of female-male participants who received "D" in the first English course was higher than those participants of Group A. Besides, only two of Group B participants had less than an "85" three-year or four-year English average.

Like State University of New York at Cortland, Rensselaer Polytechnic Institute Non-Advanced Placement participants had SAT and/or PSAT verbal scores of 600, and frequently more. However, the number of students participating in this study compared to State University of New York at Cortland differed greatly. For example, the number of students who participated in this study totaled 306 (153 of Group A and 153 of Group B). The number of students for each group was 11 females and 49 males in 1977; ten females and 34 males in 1976; and 17 females and 32 males in 1975. At Rensselaer Polytechnic Institute, the number of males exceeded the number of females. Incidentally, there are more males than females enrolled at Rensselaer Polytechnic

Institute.

None of the students in this group had a three-year average and four-year average of less than "80"; in most cases, the average was greater than "85." Only one student in Group B had less than "80."

The majority of the high school students' distributed averages in English, 9-12, for both groups was "85" plus. The 29 (Group A) students whose distributed averages ranged between 76-79 were mostly males (4 females and 25 males), Table 28. Those students (Group B) whose distributed high school averages were lower than "85" were mostly males (66), Table 29. The participants of the Advanced Placement group had a three-year and/or four-year average of "85" and above. Eight (five females and three males) students' Advanced Placement English grades were below "85" (Table 30). The number of students who had a three-year or four-year English average between 80-81 was small (Table 31). The same was almost true for the Non-Advanced Placement students, with the exception of two male students whose three-year and/or four-year English averages ranged between 72-78.

An examination of SAT and PSAT verbal scores for Groups A and B indicated that both groups were closely matched, for their mean verbal scores were 500 plus. Actually, a large number of Group A students had a score of 600 to 700 and over. Still, there were six (three females and three males) former Advanced Placement English students who did not have a 500 verbal SAT and/or PSAT score. They scored "2" on the Advanced Placement English Examination and received "C" in the first college English course.

This researcher noted a few exceptions. For instance, two students had both a 500 verbal SAT and PSAT score but scored "2" and "1" on the Advanced Placement Examination. One of those two students took a first college English course and failed the course.

Although 500 was the SAT-PSAT mean verbal score for both groups, 20 students in Group B scored below the mean. Twelve of those 20 students received "D" or "F" in the first English course. On the other hand, 17 students (14 were males whose SAT and PSAT verbal scores were between 500-710) received "D" or "F" in the first English course.

The 82 students who took a first college English course received the following grades: 38 students received "A"; 38 received "B"; five received "C"; no student received "D"; however, one male received "F" (Table 32). The Non-Advanced Placement students who took a first English course totaled 153, of whom 22 received "A"; 36 received "B"; 59 received "C"; 22 received "D"; and 14 male students received "F." Fourteen Advanced Placement students (7 females and 7 males) took two or more English courses after their freshman year; seven females and six males (Non-Advanced Placement group) took more than two college English courses.

Some of the English courses the Advanced Placement students took were Humor, Comedy, and Satire, James Joyce's Ulysses, Literature of Social Criticism, Major English Writers, Makers of Modern Literature, Modern Poetry, the Novel and the Middle Classes, Rhetoric and Writing, Seven Great Novelists, Shakespeare, and Tolstoy and Dostoyevsky. The majority of the Non-Advanced Placement students took Contemporary Literature. Those Non-Advanced Placement students who took the Shakespeare course received lower grades than those Advanced Placement students who took the same course.

The Advanced Placement group at Rensselaer Polytechnic Institute consisted of 38 females and 115 males. The number of students who scored "5" on the Advanced Placement English Examination totaled 24; 53 scored "4"; 23 scored "3"; 52 scored "2," and one male student scored "1" (Table 33). Those students who scored "3" or higher received three credits, thereby lessening the distributional requirement of three credits required in the humanities during a student's first two years.

The performance of students at another institution of higher education, The College of Saint Rose, was evaluated. There were 33 Advanced Placement English students at The College of Saint Rose who had high distributed high school averages; six students did not. The six students, like the five Non-Advanced Placement students, had distributed averages below "85" (Tables 34 and 35). Only one Advanced Placement student had a three-year and/or four-year average below "85" (Table 36), as opposed to three Non-Advanced Placement students (Table 37). Both groups had one member receive an English grade below "85."

Even though Groups A and B had missing SAT and PSAT verbal scores, their first college English grade indicated competence. By way of illustration, 19 Advanced Placement students, compared to 20 Non-Advanced Placement students, took a first college English course. The Advanced Placement students received "A" (2) and "B" (14) with the exception of three students who received "C." There was only one Non-Advanced Placement student to receive an "A"; four received "B"; 14 received "C"; and one received "D." No member of Group A received "D," but one member of Group B failed the course (Table 38). Two students (Group A and B) took a second college English course and received "B." Two Advanced Placement students scored "5"; seven scored "4"; 16 scored "3"; four scored "2"; and two scored "1" on the Advanced Placement English Examination (Table 39).

Both students who had a three-year and four-year English average with a below "85" average scored "3" and "2." Both received "B" in the first English course. Those Non-Advanced Placement students who had a three-year English average below "85" received, as anticipated, "C" or "D" in the first English course.

Some courses these Advanced Placement students took included American Literature, English Literature, Introduction to

English Novel, Johnson, Shakespeare, and Survey English Literature. Many of the Non-Advanced Placement students took Expository Writing and Research.

There were 60 students (all of whom were females) from Russell Sage College to participate in this study. Students of the Advanced Placement group (30) had SAT and PSAT verbal scores, and they took a first college English course. Only two students' distributed high school three-year and four-year English averages were below "85" (Table 40). Actually, the range was 80-84.

Like the 30 Advanced Placement students, 30 Non-Advanced Placement students took the first English course. Their SAT and PSAT verbal scores, individual English 12 grade, three-year and four-year averages were not reported. It was reported, however, that the Non-Advanced Placement students had SAT and PSAT verbal scores of 500 and above for each test. Only one student had a distributed average in English (9-12) below the level of 83-85, and no student had a three-year or four-year average below "85" (Table 41).

Although there were 17 students who did not have a 500 SAT and/or PSAT verbal score for each test, only one scored "1" on the Advanced Placement English Examination and received a "C" in the college English course; four scored "2"; and two scored "3." One of the "3" scorers received an "A," and the other "3" scorer received a "B." The other results were as follows: two students scored "5"; two scored "4"; 16 scored

"3"; eight scored "2"; and two, "1" (Table 42).

This researcher found that there were five students who had at least a 500 SAT and/or PSAT verbal score; four received "2"; one received "A," and one received "B" in college English; one student received an examination score of "1," but received a "B" in the first English course.

The majority of the Advanced Placement students received "A" or "B" in their first English course, as opposed to the Non-Advanced Placement students. They also received 17 "B's," as opposed to the 11 earned by the Non-Advanced Placement students. Only three Advanced Placement students received "C," whereas 17 students received "C" in the Non-Advanced Placement group. No student (Groups A and B) received "D" or "F" (Table 43). The Advanced Placement students took Communications, and the Non-Advanced Placement students took Composition.

The last school participating in the evaluation is Hartwick College, with 44 students participating. There were six students of equal weights from both groups (A and B) who had distributed high school averages less than "85" (Tables 44 and 45). One female and one male Advanced Placement student had a three-year and four-year English average below "85," whereas there were three females and one male of the Non-Advanced Placement group.

None of the Advanced Placement students had an English 12 grade less than "85," as opposed to two females and one male of the Non-Advanced Placement group (Tables 46 and 47). The SAT and/or PSAT verbal score was below 500 for five female and one male participant of the Advanced Placement group, as opposed to ten Non-Advanced Placement students. Only two students received "C" and one failed, whereas seven in the Non-Advanced Placement group chose not to take an English course. Three took a first English course; two received "C" and one received "B" (Table 48). Most of the Advanced Placement English students' SAT and/or PSAT verbal scores were above 500.

Group A students received five "A's," as opposed to one in Group B; six students received "B's," as opposed to eight; two students received "C's," as opposed to two. No Advanced Placement student received "D," as opposed to 11 Non-Advanced Placement students, but one Advanced Placement student failed the first course, as opposed to none in Group B. The number of Advanced Placement students who opted to take the first college English course totaled 15 and 11 for the Non-Advanced Placement group (Table 49). Two Advanced Placement students scored "5"; one scored "4"; nine scored "3"; nine scored "2"; and one scored "1" on the examination.

Titles of courses these Advanced Placement students received credit for were American Literature, Comparative Literature, English Literature I and II, Creative Writing, Composition, Novel I, Principles of Public Speaking, and Topics in Literature. Some titles of English courses which Non-Advanced Placement

English students took were Classical Theater and Drama, Introduction to Technical Theater, Production Seminar, and Shakespeare. Most of the Non-Advanced Placement students took American Literature I, Comparative Literature, Composition, and English Literature.

As shown by the data presented in Table 50, a total of 290 students took the Advanced Placement English Examination. In 182 cases, the students were successful, and in 108 cases, unsuccessful. The breakdown was that 103 females received credit, as opposed to 79 males. Fifty-one females did not receive credit.

Colleges seem to vary on their Advanced Placement policy. It is interesting to note that prior to the Fall, 1977 semester, State University of New York at Cortland granted waiver of the English Composition requirement with the proviso that students who receive a score of "3" or "2" substitute a higher level English course. Students who scored "5" or "4" received three credits and exemption. Effective as of September, 1977, students enrolled in the college's beginning Composition course also had to take the Departmental Examination the first day and were granted waivers or credits, depending on their score.

The placement policy at Rensselaer Polytechnic Institute stipulates that a student who scores "5" or "4" receives three credits. If a student, however, scores "3," the English Department reads the Advanced Placement English Examination and makes a decision whether or not to grant credit.

Like State University of New York at Cortland, The College of Saint Rose did not have an English requirement prior to Fall, 1977, which probably explains the scattered grades. The College of Saint Rose generally accepts Advanced English scores of three or above; and those students who were granted credit had the option to take the first English course.

The policy of Russell Sage College differs from the other participating institutions. Russell Sage's placement policy is that a student who scores "5" is exempted from the required English course and receives three credits. A student who scores "4" will only be granted credit provided he/she completes another English course. A student who scores "3" receives no credit. Advanced Placement students at Russell Sage received the following examination scores: two students scored "5," and two scored "4"; 16 scored "3"; eight scored "2"; and two scored "1."

Students at Hartwick College, like The College of Saint Rose, scoring "3" or above receive three credits.

This chapter, then, has reported Advanced Placement English similarities and dissimilarities in the five participating institutions, The College of Saint Rose, Hartwick College, Rensselaer Polytechnic Institute, Russell Sage College, and State University of New York at Cortland, and differences in student performances at them. Information gleaned has provided the data for the five hypotheses: Hypothesis I - the best variable to predict the success of accelerants in the first college English course; Hypothesis II - participants who receive the highest Advanced Placement English score ("5" or "4") receive more "A's" and "B's" in the accelerated college English course than those participants who score "3," "2," or "1"; Hypothesis III - Advanced Placement participants receive higher grades in their first college English course, basic or advanced, than do Non-Advanced Placement participants of similar high ability; Hypothesis IV - the male students' Advanced Placement English Examination scores will not be significant to the female students' scores, despite the fact that there were more New York State female participants in Advanced Placement English in 1975-1977; Hypothesis V - there exists a correlation between the SAT-verbal score and the Advanced Placement English Examination score. These data will be analyzed in the final chapter.

Chapter V

IS ADVANCED PLACEMENT ENGLISH REALLY WORTHWHILE?

In considering the findings of this study, several observations should be made. For example, Table 3 shows that all participants did not elect to take the first college English course, but the number of students who did, combined with those who did not, totaled 580 participants. The same table shows the number of students by sex, indicating a small statistical difference.

In spite of the fact that Hartwick students, shown in Table 4, received the highest mean grade in their first college English course, this researcher's intention is not to have one interpret that it is better to be a student at Hartwick than it is to be a student at one of the other four participating institutions. The reasons are twofold: the number of students participating in each institution differs greatly, and the difference may be one in grading standards.

However, the difference in the number of participants in institutions did not affect the generally strong similarity of students' English 12 grades, three-year and four year English averages (Table 5). A noteworthy point in these cases is that the students' averages ranged between 88-91. Even considering the variables separately by institution, one would recognize that the students were a select group, primarily on the basis of the aforesaid three variables.

In examining the Advanced Placement English and SAT-PSAT verbal mean scores, the researcher even found, in most cases, that the students' mean SAT-verbal score was higher than the PSAT-verbal score, but the difference was not significant. The mean Advanced Placement English score for each institution was "C+," excluding Rensselaer Polytechnic Institute students, whose mean score was "B." This simply means that the students were closely matched.

Since the number of male Advanced Placement English participants has increased—but has not exceeded the females—nationally as well as in New York State (Table 1), this researcher felt it would be of particular interest to evaluate by sex the success of accelerants in their English courses, specifically in their first college English course.

Table 14, for example, shows that many colleges and universities will probably find the Advanced Placement Examination in English to be one of the adequate precollege measures before granting students exemption, standing and/or credit. It is also evident that Advanced Placement females receive higher Advanced Placement English scores than Advanced Placement males, but that difference was not statistically significant at the .05 level. Also to be noted is that the Advanced Placement females received more "A's" and "B's" in English than the Advanced Placement males (Table 15).

The following data gathered for this study should raise some pertinent questions. First, 92% of the females received an examination score of "5" and a first college English grade of "A," compared to the 71% total received by the males; 7% of the females scoring "5" received "B," whereas 28% of the males scoring the same received "B's." The first college English grade was "A" for 62% of the females who scored "4," and 45% for the males who received the same score; 31% of the females received "B," compared to the male 50%. And 6% of the females who scored "4" received "C," compared to 4% of the males who received "C." No student who scored "5" or "4" received "D" or "F."

Second, there were more students who received an Advanced Placement English Examination score of "3," which has also been the national as well as the New York State tendency (Table 2). The females who received "A" and a score of "3" totaled 31%, and 26% represented the male total; 62% of the females received "B" as did 65% of the males. Of the female group, 6% received "C," compared to the 8% male population. No male "3" scorer received "D" or "F," unlike 2% of the females who received "D." Perhaps the students who scored "2" or "1" should be considered important because too often they do not receive placement, despite their Advanced Placement experience. Often they are stigmatized as the "incompetent" former Advanced

Placement students. In this study, 12% of the female "2" scorers received "A's," which indicates that many of them are achievers. Twenty-one percent of the male "2" scorers even received "A's"; 62% of the females received "B's," and the percentage of males was almost the same (63%); the female 25% received "C's" and 10% of the males received "C's."

Another concern is that five percent of the males received "F," but no "2" scorers received "D's." Of the female "1" scorers, 14% received "A's"; 28% received "B's," unlike those males who represented the 50%; 42% of the females received "C's," whereas 25% of the males received the same grade.

Fourteen percent of the females received "D's," but no male "1" scorer received "D." No female "1" scorer received "F," but the males who scored "1" totaled 25%. Considering this information, one might ask several questions. Is there a relationship between the Advanced Placement English Examination score and the grade students receive in the English course, accelerated or basic? Is there a great difference between Advanced Placement female and male performances?

Table 14 shows that there is a very strong relationship between the Advanced Placement English Examination score and the first college English grade. Jones (1975) would attribute the success to the Advanced Placement English course. As a result of taking the Advanced Placement course, students who take the Advanced Placement Examination, he indicated, are aware of the patterns of thought, of order, of logic, and of emphasis. Thus, students are most able to handle the examination successfully as well as the first college English course.

This undoubtedly contradicts the finding by Franz, Davis, and Garcia (1958). They found (after examining scores on the verbal and quantitative sections of the College Entrance Examination Board Scholastic Aptitude Test) that the high school grade point average was a more valid predictor of success in the advanced college subject than the Advanced Placement Examination score.

This researcher examined not only the SAT-verbal score but also the PSAT-verbal score in order to determine whether the two variables improved the prediction of performance. The use of ten variables pointed out the best variable to predict grades in the first college English course. The use of the SAT and PSAT-verbal scores proved to be good indicators for placement, but not the best predictors of success in the first college English course. As a result, the researcher now agrees with Bergeson (1968) that the Advanced Placement score, in this case English, is a good indicator of successful grades in advanced college courses. Also, this researcher concurs with Kaloger's view that the manifestations of success on the Advanced Placement Examination are not empirical. Such factors as academic performances (final English grades, 9-12), academic achievement, academic aptitude, and an inclusion of the SAT and PSAT-verbal sections--not the grade point average alone--should be inincluded for a valid evaluation.

If adding the four-year English average and the English 12 Advanced Placement grade to the Advanced Placement English score slightly raises the multiple correlation, what does this indicate? The implication is that the combined Advanced Placement English score, the English 12 Advanced Placement grade, and the four-year English average only slightly improve prediction of accelerants' success in English courses and probably, as Burnham reports (1971), yield evidence that the Advanced Placement English course is still a good indicator that students will receive a competent score on the Advanced Placement English Examination. On the other hand, it was expected that the English 12 Advanced Placement grade would be the strongest determinant, since participants are primarily prepared for their college studies in the Advanced Placement English course. Such a course also encourages the students to continue to achieve. (This researcher feels that it is important to note that students should take the Advanced Placement English course, as suggested by the College Board, before taking the examination, as well as the fact that the mean score for those students who take the examination without the course has been proven significant.)

As indicated by several responding Advanced Placement English teachers, those students who take the Advanced Placement Examination without taking course usually receive a mean score of "2." It might be assumed, then, that those students probably would have received a higher score had they enrolled in the Advanced Placement English course. This finding differs from the 1974 College Board Report which points out that students who took the Advanced Placement Examination on their own received a distribution of Advanced Placement Examination scores which almost corresponded to the scores of those students who took the course. This researcher does question how relevant the aforementioned statement is to Advanced Placement English.

Nevertheless, it can be concluded from this study that students who score "5" or "4" on the Advanced Placement English Examination will receive more "A's" and "B's," as opposed to those students who score "3." Even those students scoring "3" will receive more "A's" and "B's" than the "2" or "1" examination scorers. Of course, the students whose scores are "5" or "4" should be considered to have more marked ability.

Another point to be considered is that any former Advanced Placement student who received "C" in the first English course should not be viewed as "incompetent," as the English course is usually advanced and most likely more challenging and more difficult. Regardless of the score, the Advanced Placement participants, the majority of whom received "A" or "B," demonstrated that they were qualified to do competent work in the succeeding English courses.

The views of Bergeson are similar to those views of this researcher. Like Bergeson, this researcher found that there is a correlation between the Advanced Placement scores and the first college English grades of members of the Advanced Placement group. The correlations obtained in the present study was +.477, significant beyond the .01 level. That is, the higher scoring Advanced Placement students tend to receive higher English grades than the lower scoring students. In spite of the fact that Bergeson's study consisted of fewer students (104) than those investigated by this researcher, his study, nevertheless, seems relevant. In the present researcher's study, eight percent of the students who scored "5" (extremely well qualified) received "A's" and two percent received "B's"; ten percent of the "4" (well qualified) scorers received "A's" and eight percent received "B's"; 11% of the "3" (qualified) scorers received "A's"' 23% received "B's"; nine percent of all students received "C's." Most of the "2" or "1" scorers received "C's," although four percent of the "2" scorers received "A's" and 16% received "B's." Seven percent of the "1" scorers received "A's" and two percent received "B's."

Bergeson also found that few "5" or "4" scorers received "C's." That is true of this study, for only two students who received "5" or "4" on the examination received "C's." No student who received the same score received "D" or "F." Only one low scorer ("2") received "F," and no student received "D." Only one "1" scorer received "D" and one received "F." In no way should the low grades be used to interpret the students' inability to perform, for this had been demonstrated earlier on the study of variables.

Equally important, the results reinforce the views of Wilcox (1962), who felt that students who take the Advanced Placement Examination are superior, and that their first accelerated course grade is one indicator.

Since the Advanced Placement English Examination score is only one measure of success, this researcher agrees with Wilcox, who feels that evidence of these students' talents in the accelerated subject is contingent upon several determinants. One such determinant would be the students' Advanced Placement English course. Another consideration would be the students' Advanced Placement English grades, as well as other variables suggested for use in this study, which are usually found in a cumulative folder.

The data support why the alumni from Albany High School were able to receive Advanced Placement credit and placement in English for two terms (September, 1975) and for one term (September, 1975 and 1977). In these cases, as well as the cases cited at the Bronx High School of Science, and Midwood High School, Brooklyn, New York, the secondary school record and examination score, combined, gave valid predictors of accelerants' success in the first college course.

Since the Advanced Placement English Examination score alone is the best quantitative measure of success, it is logical to conclude that there is a relationship between participant' examination score and performances in their English courses. Moreover, these accelerants will receive grades in their English courses, regular or advanced, which reflect their competence. There seems to be a closer relationship among the Advanced Placement English Examination score, the first college English grade, the three-year and four-year English averages, the English 12 Advanced Placement grade, the SAT-PSAT verbal scores, and the mean grades for the second, third, and fourth college English courses.

The use of Two-Way Analysis showed whether there was a difference in the mean grade, according to sex, in the English courses. For the Advanced Placement group, there was only a slight statistical difference. A student whose English Advanced Placement Examination score was "3" or better, whether female or male, will receive higher English grades than those students who scored below "3."

As shown in Tables 7 and 9, there are some significant differences between the performances of Advanced Placement and Non-Advanced Placement groups. An educator should be cognizant that the first and second college English mean grades were lower for the Non-Advanced Placement males than the Non-Advanced Placement females. In spite of the low mean English grade by sex for Group B, the Non-Advanced Placement students' mean English grade was much lower when compared to Group A (Advanced Placement participants). Given the 3.20 (Advanced Placement females) and 2.37 (Non-Advanced Placement females) mean grade for the first college English course, there was a difference of 83 points between the Advanced Placement and Non-Advanced Placement female mean grades, and a difference of 115 points for the Advanced Placement and Non-Advanced Placement males (3.17—Advanced Placement males and 2.02 for Non-Advanced Placement males). In a like manner, there was a difference between the performances of Advanced Placement and Non-Advanced Placement students by sex in the second college English course (Table 9). What can be confirmed is that the Advanced Placement students' mean grade is "B" or better, and "C" for the Non-Advanced Placement participants. Despite the fact there were fewer students who continued their English studies after their freshman year, point worth noting is that a student's mean grade (whether Advanced Placement or Non-Advanced Placement) tends to improve somewhat in the second or more advanced English course.

Accordingly, there is a great difference between the performances of Advanced Placement and Non-Advanced Placement females and between Advanced Placement and Non-Advanced Placement males.

Of the Advanced Placement females, 36% received "A's," opposed to ten percent of the Non-Advanced Placement females; 48% of the Advanced Placement females received "B's," opposed to 30% of the Non-Advanced Placement females; 13% of the Advanced Placement females received "C's," opposed to 43% of the Non-Advanced Placement females; 1.77% of the Advanced Placement females received "D's," as opposed to 15% of the Non-Advanced Placement females. No Advanced Placement or Non-Advanced Placement female received "F" in the first English course. Unlike the females, 33% of the Advanced Placement males received "A's," opposed to the nine percent received by Non-Advanced Placement males; 56% of the Advanced Placement males received "B's," opposed to 24% of the Non-Advanced Placement males. Eight percent of the Advanced Placement males received "C's," whereas 37% of the Non-Advanced Placement males received "C's." No Advanced Placement male student received "D" but 18% of the Non-Advanced Placement males did. Only two percent of the Advanced Placement males received "F," compared to 11% of the Non-Advanced Placement males.

The same table shows that the performances of Non-Advanced Placement females exceeds those of the Non-Advanced Placement males in the English courses. Yet the difference is only artifactual. A possible reason for the difference (females exceeded male performances) is that Russell Sage College had all female participants, which may have raised the female proportion.

Another reason for the difference may be that females have a tendency to be more language-oriented than males. In this New York State study, the Non-Advanced Placement females received higher SAT and PSAT mean verbal scores than the Non-Advanced Placement males (Tables 10 and 12), further supporting the aforementioned statement concerning language performances of females as compared to those of males. Furthermore, the Non-Advanced Placement females' three-year and four-year English averages, and English 12 grade were higher than the Non-Advanced Placement males.

Although the mean score is higher in this study for the Non-Advanced Placement females than Advanced Placement females when using the SAT and PSAT verbal sections, a reader should not misinterpret this information, and must consider that Russell Sage College reported no individual SAT and PSAT scores for the Non-Advanced Placement females. Also, The College of Saint Rose reported no individual SAT and PSAT verbal scores for either group (A and B) by sex. Even if this were true of all given individual SAT and PSAT verbal scores, a point worth mentioning is that Advanced Placement English students, as reported by several responding Advanced Placement English teachers, generally have an intelligence quotient of 120 or higher. These students would have the talent, then, as an elitist group, to achieve higher grades in their English courses, unlike the Non-Advanced Placement students. The Advanced Placement students also receive a more intensive training in English, by the design of the course, thereby causing Advanced Placement students to earn higher English grades than Non-Advanced Placement students.

Ruch contends that Advanced Placement students' performances surpass Non-Advanced Placement students' performances because they read more than Non-Advanced Placement students. One hundred Advanced Placement respondents indicated that they read at least 13-15 unassigned books, whereas only 26 Non-Advanced Placement students read 13-15. Several Non-Advanced Placement respondents indicated they were not motivated to read independently in the regular English course, and they wished they had been invited and/or had taken the Advanced Placement English course. That, too, might suggest why so few Non-Advanced Placement students continue with the subject after their freshman year. [illegible] Advanced Placement students, regardless of the number of assigned or unassigned readings, scrutinize works more closely than most Non-Advanced Placement students. Consequently, as Bergeson would state, Advanced Placement students maintain higher grade point averages than Non-Advanced Placement students do in college, and are more likely to graduate with honors. The New York State study does not confirm Bergeson's thesis, but the researcher feels that the statement would be an excellent hypothesis for future research.

Nevertheless, Advanced Placement English respondents during the years of 1975-1977 would agree with the findings of Casserly (1969), Kissen (1961), Ralston (1962), and Stratopoulos (1969), that the Advanced Placement course is a good experience no matter what score students receive on the Advanced Placement English Examination. In fact, it might be considered the most valuable course in the secondary school since students learn how to attack and execute research papers. Students are more motivated to work at their maximum ability, thus making allowance for individual study and needs. As a result, students can select their colleges or universities with confidence of acceptance. Several respondents summed the way many respondents felt about the Advanced Placement English course:

> The course is more difficult than the regular English course; so a willingness to work is essential. It is a college course in a high school setting, requiring students to establish a mature attitude toward the study of English.
>
> . . . It can only help you with your college studies and make college life an easy transition.

Inasmuch as a student who receives an Advanced Placement Examination score of "3" or better may receive Advanced Placement credit and/or standing, the Advanced Placement English course is useful in preparing students for more advanced subjects in English, and in preparing students for college work in general, particularly in the areas involving scholarly discussions and writings. If students are granted Advanced Placement credit, they are able to reduce their college matriculation from four to three years, thereby saving considerable tuition. The course allows a student to have double majors. It is useful in enriching the high school English curriculum, thereby supporting the finding by Dudley and Chamberlain (1958). Even an accreditation Association would view the Advanced Placement course as an enrichment to a school's curriculum.

What, then, are the disadvantages of not having an Advanced Placement English course? If the Advanced Placement English course had not been offered to the participating students in New York State as part of the regular English curriculum, those students most likely would be required to take a college English course equivalent to Advanced Placement English anyway, and would have to pay full tuition. This researcher, then, advocates that the Advanced Placement English Program be continued or, if not existent, be instituted. The results of students' performances on the Advanced Placement English Examination and the first college English course, as well as the favorable opinions of former Advanced Placement participants, should help convince Boards of Education that the course should be continued despite budgetary considerations. Even Non-Advanced Placement respondents suggest that students take the Advanced Placement English course, if invited, for the strongest training in English.

The Advanced Placement English course, it might be concluded, is useful in determining, to some extent, how successful students will be in their first college English course. Successful completion of the course reveals how adequate Advanced Placement English students' performances will be when measured against the performances of students of similar ability in a regular English course. In fact, it was verified that Advanced Placement participants receive higher grades in their first college English course, basic or advanced, than do Non-Advanced Placement participants of equally high ability (Hypothesis III). The aforementioned statements were concepts of Dudley and Chamberlain (students who take the Advanced Placement course and receive college credit will excel in advanced courses). Coleman would probably add that students who take the Advanced Placement course will find the experience valuable. Besides, colleges will probably grant placement to high scoring students, not only on the basis of their Advanced Placement English Examination score but also after considering the students' Advanced Placement course and grade.

The results of the present study confirmed Hypothesis I (the Advanced Placement Examination score, of the possible variables--the grade in the Advanced Placement English course, the Advanced Placement English Examination score, or the four-year high school grade point average in English--was the best variable to predict the success of accelerants in the first college English course). Also, Hypotheses II and V were verified. Hypothesis II indicates that participants who receive the highest Advanced Placement English score ("5" or "4") receive more "A's" and "B's" in the accelerated college English course than those participants who score "3" or below. Hypothesis V indicates that there exists a correlation between the SAT-verbal score and the Advanced Placement English Examination score.

Although the given data in this study substantiated that there was a correlation between the SAT-verbal score and the

Advanced Placement English Examination score, this researcher recommends further research, which might include the SAT and/or PSAT verbal scores for each participating student for a more valid study in determining which group by sex (A or B) would receive the highest verbal scores. The further research should include other Advanced Placement subjects, such as history, mathematics, and French, to determine whether or not there is a consistency in conclusions on prediction of the accelerants' first college grades.

Another recommendation is that administrations reconsider using the SAT-PSAT verbal scores solely to reject likely candidates from taking the Advanced Placement course, since this study has indicated those low scorers ("2" and "1") may succeed in the first college English course.

Although there were more females than males participating in this study, there was no statistical significance in the achievements of Advanced Placement students by sex, thereby confirming Hypothesis IV. (Male students' Advanced Placement English Examination scores will not be significant to the female students' scores.) However, future studies by sex might prove useful. A suggestion is that there should be an equal proportion of females and males for future research to indicate a true comparison, which might warrant a separate equation.

This researcher recommends collecting sample writings from Advanced Placement and Non-Advanced Placement teachers for an in-depth comparative writing study of Advanced Placement and

Non-Advanced Placement students.

Still another recommendation is that there might be a follow-up study of participants to determine if they maintained higher averages than the Non-Advanced Placement students, as well as the percent of the Advanced Placement students who graduated with honors.

This researcher also recommends that there be closer communication among Boards of Education, taxpayers, administration and teachers of Advanced Placement English. This might provide the framework for a more thorough understanding and appreciation of the Advanced Placement English course, thus mitigating reservations some local administrators might have about the Advanced Placement course.

Still other recommendations are that administrations continually support the Advanced Placement English Program as a regular part of the curriculum; that administrations encourage the more qualified students to take the Advanced Placement English course; that school boards recognize the need for Advanced Placement English teachers to have an additional class period for preparation, so that they might continue to be innovative in their teaching methods; that the enrollment not exceed twenty-five students; that former Advanced Placement students be invited to talk with future Advanced Placement students; and, that schools without an Advanced Placement English Program organize and institute the course.

As a result of this study, it is hoped that local administrations will continue to provide the Advanced Placement English course as a regular part of the curriculum, and that those administrations not currently doing so will give careful consideration to implementation of the program. Evidence has been given in support of the advantages to a student who matriculates in the course, and statistics have been provided in support of the probability of his success in the Advanced Placement English course and in his first college English course. These statistics have shown that the Advanced Placement students' chance of real success is significantly greater when compared to that of those students in a regular English course. Further, it is hoped that many superintendents, principals and teachers, as well as students, might gain a better understanding of the merits of the Advanced Placement English course.

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APPENDIX A

QUESTIONNAIRE ON ADVANCED PLACEMENT IN ENGLISH

Name of School ____________

Location ____________

1. What is the size of the school? ____________

2. What is the cutoff IQ score or SAT MEAN score for Advanced Placement English participants?

____________ or ____________
IQ Score SAT MEAN

3. Is Advanced Placement English a senior or a junior course? ________

4. How many Advanced Placement English sections are offered? ________

5. Does the same teacher teach Advanced Placement English each year? ☐ Yes ☐ No Explain.

6. Has the Advanced Placement English teacher taught the course a minimum of three years? ☐ Yes ☐ No

7. How many Advanced Placement students took the Advanced Placement English Examination, and how did they score during the following years?

School Year	Number of Participants	"5" Number		"4" Number		"3" Number		"2" Number		"1" Number	
		*M	F	M	F	M	F	M	F	M	F
1974-1975											
1975-1976											
1976-1977											

*Male/Female

8. What was the participants' distributed Grade-Point Average in English, excluding the Advanced Placement English, at the levels indicated below?

	Number 1974-1975	Number 1975-1976	Number 1976-1977
100-98			
97-95			
94-92			
91-89			
88-86			

9. What percentage of graduates go to college? ____________

10. Which colleges and universities do a large number of your AP English participants enter?

Each year how many students do not take the Advanced Placement English course, but do take the Advanced Placement English Examination?

____

What is the average (mean) Advanced Placement English Examination score they do receive? ______________________

Please indicate the name and address of several former Advanced Placement English candidates, so that they might be requested to complete a questionnaire on the usefulness of their Advanced Placement English course. A sample questionnaire is attached.

APPENDIX B

QUESTIONNAIRE ON ADVANCED PLACEMENT IN ENGLISH

Briefly explain.

1. How many students were in your Advanced Placement English class? ________________

2. Was the Advanced Placement English course advanced over the regular English course offered? ☐ Yes ☐ No Explain.

3. What was the format of the discussions?

4. How much writing was required?

5. How much more work did the Advanced Placement English course require over the regular English course?

6. Were there more males or females in your Advanced Placement English course? ☐ Males ☐ Females

7. As male/female (underline which), how would you compare your work to other males/females in the course?

8. As a result of taking Advanced Placement English, how prepared were you for the Advanced Placement Examination?

9. Are you glad you took Advanced Placement English? ☐ Yes ☐ No
Why?

   Why not?

10. How has Advanced Placement English helped you in college?

11. Which school year did you take the Advanced Placement English Examination? ☐ 1974-1975 ☐ 1975-1976 ☐ 1976-1977

12. Which grade did you receive on the English Examination? ☐ "5" ☐ "4" ☐ "3" ☐ "2" ☐ "1"

13. Did you receive credit and/or standing at the college?
☐ credit ☐ standing ☐ credit and standing
Explain, if necessary.

14. Which college granted you credit and/or standing? ________________

15. Did you take freshman English in your freshman year? ☐ Yes ☐ No

16. Did you take an accelerated English course the first semester?
☐ Yes ☐ No

17. What was the title of your first accelerated college English course?

____

18. Did you experience any difficulty in the first advanced English course? ☐ Yes ☐ No Explain.

19. What was the grade you received in the first accelerated English course?

20. Did you further your study in English after your freshman year? ☐ Yes ☐ No What other English course did you take?

21. What grade did you receive in the other English course? __________

22. Did you major in English? ☐ Yes ☐ No

23. How many books, other than school books, do you read per year?

☐ 1-3
☐ 4-6
☐ 7-9
☐ 10-12
☐ 13-15

24. What recommendations would you make to future Advanced Placement English candidates?

25. What additional comment, if any, do you have regarding the Advanced Placement English course?

APPENDIX C

QUESTIONNAIRE ON ADVANCED PLACEMENT IN ENGLISH

Briefly explain.

1. Did you take the Advanced Placement English course? ☐ Yes ☐ No
   If no, did you take a regular or an accelerated college English course? ☐ regular ☐ accelerated

2. Which school year did you matriculate in college? ☐ 1975 ☐ 1976 ☐ 1977

3. What was the title of your first college English course?

4. What grade did you receive in the first college English course?
   ____

5. Did you take any other English course after your freshman year? ☐ Yes ☐ No Explain.

6. What grade did you receive in the other English course? ____________

7. If you took Advanced Placement English, how many students were in your Advanced Placement English class? ____________

8. Was the Advanced Placement English course advanced over the regular English course offered? ☐ Yes ☐ No Explain.

9. What was the format of the discussions?

10. How much writing was required?

11. How much more work did the Advanced Placement English course require over the regular English course?

12. Were there more males or females in your Advanced Placement English course? ☐ Males ☐ Females

13. As male/female (underline which), how would you compare your work to other males/females in the course?

14. As a result of taking Advanced Placement English, how prepared were you for the Advanced Placement Examination?

15. Are you glad you took Advanced Placement English? ☐ Yes ☐ No
    Why?
    Why not?

16. Which school year did you take the Advanced Placement English Examination? ☐ 1974-1975 ☐ 1975-1976 ☐ 1976-1977

17. Which grade did you receive on the English Examination?
☐ "5" ☐ "4" ☐ "3" ☐ "2" ☐ "1"

18. Did you receive credit and/or standing at the college?
☐ credit ☐ standing ☐ credit and standing.
Explain, if necessary.

19. Which college granted you credit and/or standing? ______________

20. Did you take freshman English in your freshman year? ☐ Yes
☐ No

21. Did you take an accelerated English course the first semester?
☐ Yes ☐ No

22. What was the title of your first accelerated college English course?

23. Did you experience any difficulty in the first advanced English course? ☐ Yes ☐ No Explain.

24. What was the grade you received in the first accelerated English course?

25. Did you further your study in English after your freshman year?
☐ Yes ☐ No

26. What other English course did you take?

27. What grade did you receive in the other English course? ________

28. Did you major in English? ☐ Yes ☐ No

29. How many books, other than school books, do you read per year?

☐ 1-3
☐ 4-6
☐ 7-9
☐ 10-12
☐ 13-15

30. What recommendations would you make to future Advanced Placement English candidates?

31. What additional comment, if any, do you have regarding the Advanced Placement English course?

APPENDIX D

FIRST ACCELERATED ENGLISH COURSE GRADE RECEIVED FIRST ENGLISH COURSE GRADE NON-AP STUDENTS RECEIVED

AP English Score	Credit Awarded	No. of 1977 NYS AP Participants with Scores of	"A" No. of		"B" No. of		"C" No. of		"D" No. of		"F" No. of		1977	"A" No. of		"B" No. of		"C" No. of		"D" No. of		"F" No. of	
			*M	F	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	M	F
5																							
4																							
3																							
2																							
1																							
		1976											1976										
5																							
4																							
3																							
2																							
1																							
		1975											1975										
5																							
4																							
3																							
2																							
1																							

*Males/Females

QUESTIONNAIRE ON ANDVANCED PLACEMENT IN ENGLISH

- What are the titles of the English courses which Advanced Placement participants received credit?

- How many matriculated Non-Advanced Placement English students took an advanced English course during the following years?

	No. in Advanced English
1977	________
1976	________
1975	________

- How many former Advanced Placement English participants continued in English after their freshman year?

No. 1977	No. 1976	No. 1975

APPENDIX E

Questionnaire on Advanced Placement in English

Name of College ______________________

Location ______________________

1. How many New York State former Advanced Placement English participants received a waiver of all English requirements during the following years?

School Year	No. of Females	No. of Males
1976-1977		
1975-1976		
1974-1975		

2. How many matriculated New York State Advanced Placement English participants received college credit and took advanced English courses during the following years?

	RECEIVED CREDIT		TOOK ADVANCED ENGLISH COURSES	
School Year	No. of Females	No. of Males	No. of Females	No. of Males
1976-1977				
1975-1976				
1974-1975				

3. Briefly explain your credit policy.

4. How many matriculated New York State Advanced Placement English participants took no advanced English course during the following years?

	TOOK NO ADVANCED ENGLISH COURSE	
School Year	No. of Females	No. of Males
1976-1977		
1975-1976		
1974-1975		

5. How many Advanced Placement English participants were requested to take a freshman English course? What are the titles of the freshman and/or regular English course?

School Year	No. of Females	No. of Males	Titles of Freshman and/o Regular English Course
1976-1977			
1975-1976			
1974-1975			

6. What are the titles of accelerated English courses which Advanced Placement participants received credit for or took?

7. How many Advanced Placement English participants had a distributed average in English (9-12) at the levels indicated below?

		Grade 9		Grade 10		Grade 11		Grade 12	
		No. of		No. of		No. of		No. of	
1976-1977		*F	M	F	M	F	M	F	M
	100-98								
	97-95								
	94-92								
	91-89								
	88-86								
1975-1976									
	100-98								
	97-95								
	94-92								
	91-89								
	88-86								
1974-1975									
	100-98								
	97-95								
	94-92								
	91-89								
	88-86								

8. How many accepted New York State participants did not take Advanced Placement English during the following years, but were placed in an advanced college English course? How many were placed in a regular English course? Match, if possible, the same number of Non-Advanced Placement English students with similar ability with the number of former Advanced Placement students reported on Page 1.

	Non-AP Students Took Advanced Course		Non-AP Students Took Regular Engli	
Year	No. of Females	No. of Males	No. of Females	No. of Males
1976-1977				
1975-1976				
1974-1975				

*Females/Males

9. What was the title of the advanced or regular college English course which Non-Advanced Placement English students took?

Title of Advanced English Course Non-AP Students Took	Title of Regular English Course Non-AP Students Took

10. How many accepted New York State Non-Advanced Placement English students took accelerated English courses in high school and had a distributed average in English (9-12) at the levels indicated below?

		Grade 9 No. of		Grade 10 No. of		Grade 11 No. of		Grade 12 No. of	
		F	M.	F	M	F	M	F	M
1976-1977									
	100-98								
	97-95								
	94-92								
	91-89								
	88-86								
1975-1976									
	100-98								
	97-95								
	94-92								
	91-89								
	88-86								
1974-1975									
	100-98								
	97-95								
	94-92								
	91-89								
	88-86								

APPENDIX F

Recommendations for Future Advanced Placement Candidates

- Take the very difficult Advanced Placement English course, if invited. It will be an invaluable experence even if your grade is lower than expected. You will, at least, have a command of written and spoken English, as well as receive a study of good literature--an essential to a successful life.

- I recommend the course to students provided they understand two things. It will be much more difficult than the regular English course, so a willingness to work is essential. It is a college course in a high school setting, requiring students to establish a mature attitude toward the study of English.

- Be wary of Advanced Placement teachers who don't crack a whip, or else the examination may be devastating. And, study, study, study!

- Although the senior year is thought of as a party year, take the course if invited. The course gives a balance to a student's course load and allows one to move easily into the college situation.

- Take the course and do the work; it can only help you with your college studies.

- Given the opportunity to take the Advanced Placement English course during the senior year in high school will be a rewarding year, particularly in preparing you for advanced English courses. It will make college life an easy transition.

- Read the assigned readings, develop opinions, research other opinions, and discuss. Find out how others feel about what you read. Point out these opinions. Write, write, write; know about transitions; it is important to write effectively.

- Be sure to take the examination for all its benefits, if only for the experience of that type of test.

- English teachers should encourage students who enjoy reading and writing to take the Advanced Placement English course. And future Advanced Placement students should talk to former Advanced Placement students.

- Continue to self-improve by reading and writing for skill building.

- Do independent readings which will help you get through the examination.

- Don't give up if you find the course difficult. Be willing to work.

- Suggest a broad sampling of many different types of literature with a concentration on the classics.

- By all means take the course and the examination to allow time for other college courses. It, too, is better to take Advanced Placement English in high school, if possible, than to take a required course in college.

- Although a science major, I took, and recommend to future Advanced Placement students to take it for the intrinsic value.

- Learn how to write clearly and succinctly. Learn how to support ideas with materials read, instead of just making unjustifiable statements.

- Absorb as much as possible in the Advanced Placement English course, so that you will be prepared for the examination to receive credit. My course in high school was more difficult than the one in college.

- Learn vocabulary above the norm.

- Take advantage of the high school offerings in English, for you will be rewarded in college. Learn to appreciate and understand the world of English, which always is in need of more study.

- The course is not that hard; however, it is interesting, and rewarding. There is always the possibility of receiving college credit.

- Definitely take the course, but don't take the examination if you find out your college will not grant credit or placement, for the money will be wasted.

- Take the course and concentrate on learning rather than receiving a high grade, even if the grade is disappointing.

Table 1

A National Summary Report of Advanced Placement Examinations in English*

Year	Number of Schools	Total Number of Examinations Taken	Females	Males
1977	3,012	32,142	18,134	14,008
1976	2,877	29,503	16,547	12,956
1975	2,528	25,656	14,267	11,389

---

*College Board Advanced Placement Examinations: National Summary Report of Schools. New York: College Entrance Examination Board, 1975, 1976, 1977.

Table 2

New York State Summary Report on Advanced Placement English Participants*

AP Score	Number of Schools	1977 – Number of Colleges	Number of Schools	1976 – Number of Colleges	Number of Schools	1975 – Number of Colleges
5	586	288	583	289	455	239
4	983	606	947	652	702	470
3	2,068	1,466	1,915	1,412	1,939	1,459
2	1,236	878	1,053	786	1,007	773
1	146	88	171	124	156	106
Total Number	5,019	3,326	4,669	3,263	4,259	3,047

Female	Male	Female	Male	Female	Male	Female	Male
2,523	2,146	1,805	1,458	2,286	1,973	1,659	1,388

---

*College Board Advanced Placement Examinations: State Summary Report of Schools and Colleges. New York: College Entrance Examination Board, 1975, 1976, 1977.

Table 3

Distribution of Students by Institution

Institution	Number of Participants	First Course	No First Course	Females	Males
The College of Saint Rose	66	39	27	23	4
Cortland	104	96	8	6	2
Hartwick	44	26	18	17	1
Rensselaer Polytechnic	306	235	71	14	57
Russell Sage	60	60	0	0	0
Total	580	(456)	(124)	(60)	(64)

```
                        SYMBOL  COUNT      MEAN      ST.DEV.
                          X      456       2.624      1.035
INTERVAL                                                                                FREQUENCY  PERCENTAGE
NAME          5   10   15   20   25   30   35   40   45   50   55   60   65   70   75   80   INT.  CUM.  INT.  CUM.
         +----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+
  .10000 +XXXXXXXXXXXXXXXXX                                                                 17    17   3.7    3.7
  .20000 +                                                                                   0    17    .0    3.7
  .30000 +                                                                                   0    17    .0    3.7
  .40000 +                                                                                   0    17    .0    3.7
  .50000 +                                                                                   0    17    .0    3.7
  .60000 +                                                                                   0    17    .0    3.7
  .70000 +                                                                                   0    17    .0    3.7
  .80000 +                                                                                   0    17    .0    3.7
  .90000 +                                                                                   0    17    .0    3.7
  1.0000 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                    46    63  10.1   13.8
  1.1000 +                                                                                   0    63    .0   13.8
  1.2000 +                                                                                   0    63    .0   13.8
  1.3000 +                                                                                   0    63    .0   13.8
  1.4000 +                                                                                   0    63    .0   13.8
  1.5000 +                                                                                   0    63    .0   13.8
  1.6000 +                                                                                   0    63    .0   13.8
  1.7000 +                                                                                   0    63    .0   13.8
  1.8000 +                                                                                   0    63    .0   13.8
  1.9000 +                                                                                   0    63    .0   13.8
  2.0000 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX+   129   192  28.4   42.2
  2.1000 +                                                                                   0   192    .0   42.2
  2.2000 +                                                                                   0   192    .0   42.2
  2.3000 +                                                                                   0   192    .0   42.2
  2.4000 +                                                                                   0   192    .0   42.2
  2.5000 +                                                                                   0   192    .0   42.2
  2.6000 +                                                                                   0   192    .0   42.2
  2.7000 +                                                                                   0   192    .0   42.2
  2.8000 +                                                                                   0   192    .0   42.2
  2.9000 +                                                                                   0   192    .0   42.2
  3.0000 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX+   171   363  37.6   79.8
  3.1000 +                                                                                   0   363    .0   79.8
  3.2000 +                                                                                   0   363    .0   79.8
  3.3000 +                                                                                   0   363    .0   79.8
  3.4000 +                                                                                   0   363    .0   79.8
  3.5000 +                                                                                   0   363    .0   79.8
  3.6000 +                                                                                   0   363    .0   79.8
  3.7000 +                                                                                   0   363    .0   79.8
  3.8000 +                                                                                   0   363    .0   79.8
  3.9000 +                                                                                   0   363    .0   79.8
  4.0000 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX+    93   456  20.2  100.0
  4.1000 +                                                                                   0   456    .0  100.0
  4.2000 +                                                                                   0   456    .0  100.0
  4.3000 +                                                                                   0   456    .0  100.0
  4.4000 +                                                                                   0   456    .0  100.0
```

Figure 1. Histogram of First College English Course

```
                             SYMBOL  COUNT      MEAN     ST.DEV.
INTERVAL                       X      50        3.100       .886
RATE       5    10   15   20   25   30   35   40   45   50   55   60   65   70   75   80   FREQUENCY  PERCENTAGE
        +----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+  INT. CUM.  INT.  CUM.
 .10000 +X                                                                                   1    1    2.0    2.0
 .20000 +                                                                                    0    1     .0    2.0
 .30000 +                                                                                    0    1     .0    2.0
 .40000 +                                                                                    0    1     .0    2.0
 .50000 +                                                                                    0    1     .0    2.0
 .60000 +                                                                                    0    1     .0    2.0
 .70000 +                                                                                    0    1     .0    2.0
 .80000 +                                                                                    0    1     .0    2.0
 .90000 +                                                                                    0    1     .0    2.0
1.0000  +X                                                                                   1    2    2.0    4.0
1.1000  +                                                                                    0    2     .0    4.0
1.2000  +                                                                                    0    2     .0    4.0
1.3000  +                                                                                    0    2     .0    4.0
1.4000  +                                                                                    0    2     .0    4.0
1.5000  +                                                                                    0    2     .0    4.0
1.6000  +                                                                                    0    2     .0    4.0
1.7000  +                                                                                    0    2     .0    4.0
1.8000  +                                                                                    0    2     .0    4.0
1.9000  +                                                                                    0    2     .0    4.0
2.0000  +XXXXXXXX                                                                            8   10   16.0   20.0
2.1000  +                                                                                    0   10     .0   20.0
2.2000  +                                                                                    0   10     .0   20.0
2.3000  +                                                                                    0   10     .0   20.0
2.4000  +                                                                                    0   10     .0   20.0
2.5000  +                                                                                    0   10     .0   20.0
2.6000  +                                                                                    0   10     .0   20.0
2.7000  +                                                                                    0   10     .0   20.0
2.8000  +                                                                                    0   10     .0   20.0
2.9000  +                                                                                    0   10     .0   20.0
3.0000  +XXXXXXXXXXXXXXXXXXXXXX                                                             22   32   44.0   64.0
3.1000  +                                                                                    0   32     .0   64.0
3.2000  +                                                                                    0   32     .0   64.0
3.3000  +                                                                                    0   32     .0   64.0
3.4000  +                                                                                    0   32     .0   64.0
3.5000  +                                                                                    0   32     .0   64.0
3.6000  +                                                                                    0   32     .0   64.0
3.7000  +                                                                                    0   32     .0   64.0
3.8000  +                                                                                    0   32     .0   64.0
3.9000  +                                                                                    0   32     .0   64.0
4.0000  +XXXXXXXXXXXXXXXXXX                                                                 18   50   36.0  100.0
4.1000  +                                                                                    0   50     .0  100.0
4.2000  +                                                                                    0   50     .0  100.0
4.3000  +                                                                                    0   50     .0  100.0
4.4000  +                                                                                    0   50     .0  100.0
4.5000  +                                                                                    0   50     .0  100.0
```

Figure 2. Histogram of Second College English Course

Table 4

Means and Standard Deviation of the First English Grade By Institution

Institution	Number of Participants	Mean Grade	Standard Deviation
The College of Saint Rose	39	2.61	.71
Cortland	96	2.39	.99
Hartwick	26	3.00	.89
Rensselaer Polytechnic	235	2.59	1.16
Russell Sage	60	2.87	.72
Total	456		

Table 5

Means and Standard Deviation of Six Variables

By Institution

Institution	Number of Participants	Mean Grade	Standard Deviation
The College of Saint Rose			
Second College English Grade	2	3.00	.00
Third College English Grade	0	.00	.00
Fourth College English Grade	0	.00	.00
English 12 Grade	66	88.62	4.99
Three-Year English Average	66	87.88	5.24
Four-Year English Average	66	88.21	4.49
Cortland			
Second College English Grade	20	2.75	.72
Third College English Grade	3	2.33	.58
Fourth College English Grade	2	3.50	.71
English 12 Grade	104	87.83	4.31
Three-Year English Average	104	88.09	4.27
Four-Year English Average	104	88.12	3.99
Hartwick			
Second College English Grade	12	3.33	.49
Third College English Grade	4	2.75	.96
Fourth College English Grade	3	3.33	.58
English 12 Grade	44	89.64	5.14
Three-Year English Average	44	89.36	5.76
Four-Year English Average	44	89.57	5.27
Rensselaer Polytechnic			
Second College English Grade	16	3.38	1.20
Third College English Grade	8	3.88	.35
Fourth College English Grade	1	4.00	.00

Table 5 (Continued)

Means and Standard Deviation of Six Variables

By Institution

Institution	Number of Participants	Mean Grade	Standard Deviation
Rensselaer Polytechnic			
English 12 Grade	306	89.13	5.30
Three-Year English Average	306	89.59	4.76
Four-Year English Average	306	89.58	4.64
Russell Sage			
Second College English Grade	0	.00	.00
Third College English Grade	0	.00	.00
Fourth College English Grade	0	.00	.00
English 12 Grade	30	90.60	4.28
Three-Year English Average	30	90.93	3.52
Four-Year English Average	30	91.00	3.33

Total Number of Institutions = 5

```
                                                   SYMBOL  COUNT      MEAN      ST.DEV.
                                                     X      15       3.267        .884
INTERVAL                                                                                                  FREQUENCY PERCENTAGE
 RATE           5    10   15   20   25   30   35   40   45   50   55   60   65   70   75   80   INT. CUM.  INT.   CUM.
          +----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+
  1.8500  +                                                                                      0    0     .0     .0
  1.9000  +                                                                                      0    0     .0     .0
  1.9500  +                                                                                      0    0     .0     .0
  2.0000  +XXXX                                                                                  4    4   26.7   26.7
  2.0500  +                                                                                      0    4     .0   26.7
  2.1000  +                                                                                      0    4     .0   26.7
  2.1500  +                                                                                      0    4     .0   26.7
  2.2000  +                                                                                      0    4     .0   26.7
  2.2500  +                                                                                      0    4     .0   26.7
  2.3000  +                                                                                      0    4     .0   26.7
  2.3500  +                                                                                      0    4     .0   26.7
  2.4000  +                                                                                      0    4     .0   26.7
  2.4500  +                                                                                      0    4     .0   26.7
  2.5000  +                                                                                      0    4     .0   26.7
  2.5500  +                                                                                      0    4     .0   26.7
  2.6000  +                                                                                      0    4     .0   26.7
  2.6500  +                                                                                      0    4     .0   26.7
  2.7000  +                                                                                      0    4     .0   26.7
  2.7500  +                                                                                      0    4     .0   26.7
  2.8000  +                                                                                      0    4     .0   26.7
  2.8500  +                                                                                      0    4     .0   26.7
  2.9000  +                                                                                      0    4     .0   26.7
  2.9500  +                                                                                      0    4     .0   26.7
  3.0000  +XXX                                                                                   3    7   20.0   46.7
  3.0500  +                                                                                      0    7     .0   46.7
  3.1000  +                                                                                      0    7     .0   46.7
  3.1500  +                                                                                      0    7     .0   46.7
  3.2000  +                                                                                      0    7     .0   46.7
  3.2500  +                                                                                      0    7     .0   46.7
  3.3000  +                                                                                      0    7     .0   46.7
  3.3500  +                                                                                      0    7     .0   46.7
  3.4000  +                                                                                      0    7     .0   46.7
  3.4500  +                                                                                      0    7     .0   46.7
  3.5000  +                                                                                      0    7     .0   46.7
  3.5500  +                                                                                      0    7     .0   46.7
  3.6000  +                                                                                      0    7     .0   46.7
  3.6500  +                                                                                      0    7     .0   46.7
  3.7000  +                                                                                      0    7     .0   46.7
  3.7500  +                                                                                      0    7     .0   46.7
  3.8000  +                                                                                      0    7     .0   46.7
  3.8500  +                                                                                      0    7     .0   46.7
  3.9000  +                                                                                      0    7     .0   46.7
  3.9500  +                                                                                      0    7     .0   46.7
  4.0000  +XXXXXXXX                                                                              8   15   53.3  100.0
  4.0500  +                                                                                      0   15     .0  100.0
  4.1000  +                                                                                      0   15     .0  100.0
  4.1500  +                                                                                      0   15     .0  100.0
```

Figure 3. Histogram of Third College English Course

```
                         SYMBOL   COUNT      MEAN      ST.DEV.
                            X       6       3.500        .548
                                                                                   FREQUENCY  PERCENTAGE
INTERVAL                                                                           INT. CUM.  INT.  CUM.
NAME         5   10   15   20   25   30   35   40   45   50   55   60   65   70   75   80
        +----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+
  2.9250 +                                                                          0    0     .0    .0
  2.9500 +                                                                          0    0     .0    .0
  2.9750 +                                                                          0    0     .0    .0
  3.0000 +XXX                                                                       3    3   50.0  50.0
  3.0250 +                                                                          0    3     .0  50.0
  3.0500 +                                                                          0    3     .0  50.0
  3.0750 +                                                                          0    3     .0  50.0
  3.1000 +                                                                          0    3     .0  50.0
  3.1250 +                                                                          0    3     .0  50.0
  3.1500 +                                                                          0    3     .0  50.0
  3.1750 +                                                                          0    3     .0  50.0
  3.2000 +                                                                          0    3     .0  50.0
  3.2250 +                                                                          0    3     .0  50.0
  3.2500 +                                                                          0    3     .0  50.0
  3.2750 +                                                                          0    3     .0  50.0
  3.3000 +                                                                          0    3     .0  50.0
  3.3250 +                                                                          0    3     .0  50.0
  3.3500 +                                                                          0    3     .0  50.0
  3.3750 +                                                                          0    3     .0  50.0
  3.4000 +                                                                          0    3     .0  50.0
  3.4250 +                                                                          0    3     .0  50.0
  3.4500 +                                                                          0    3     .0  50.0
  3.4750 +                                                                          0    3     .0  50.0
  3.5000 +                                                                          0    3     .0  50.0
  3.5250 +                                                                          0    3     .0  50.0
  3.5500 +                                                                          0    3     .0  50.0
  3.5750 +                                                                          0    3     .0  50.0
  3.6000 +                                                                          0    3     .0  50.0
  3.6250 +                                                                          0    3     .0  50.0
  3.6500 +                                                                          0    3     .0  50.0
  3.6750 +                                                                          0    3     .0  50.0
  3.7000 +                                                                          0    3     .0  50.0
  3.7250 +                                                                          0    3     .0  50.0
  3.7500 +                                                                          0    3     .0  50.0
  3.7750 +                                                                          0    3     .0  50.0
  3.8000 +                                                                          0    3     .0  50.0
  3.8250 +                                                                          0    3     .0  50.0
  3.8500 +                                                                          0    3     .0  50.0
  3.8750 +                                                                          0    3     .0  50.0
  3.9000 +                                                                          0    3     .0  50.0
  3.9250 +                                                                          0    3     .0  50.0
  3.9500 +                                                                          0    3     .0  50.0
  3.9750 +                                                                          0    3     .0  50.0
  4.0000 +XXX                                                                       3    6   50.0 100.0
  4.0250 +                                                                          0    6     .0 100.0
  4.0500 +                                                                          0    6     .0 100.0
  4.0750 +                                                                          0    6     .0 100.0
```

Figure 4. Histogram of Fourth College English Course

```
                                   SYMBOL  COUNT      MEAN      ST.DEV.
                                     X      550      88.945      5.055
 INTERVAL                                                                                              FREQUENCY  PERCENTAGE
 AXIS            5    10   15   20   25   30   35   40   45   50   55   60   65   70   75   80      INT.  CUM.  INT.   CUM.
          +----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+
  71.400 +                                                                                       0     0    .0     .0
  72.000 +X                                                                                      1     1    .2     .2
  72.600 +                                                                                       0     1    .0     .2
  73.200 +                                                                                       0     1    .0     .2
  73.800 +                                                                                       0     1    .0     .2
  74.400 +XX                                                                                     2     3    .4     .5
  75.000 +XXXX                                                                                   4     7    .7    1.3
  75.600 +                                                                                       0     7    .0    1.3
  76.200 +XXX                                                                                    3    10    .5    1.8
  76.800 +                                                                                       0    10    .0    1.8
  77.400 +X                                                                                      1    11    .2    2.0
  78.000 +X                                                                                      1    12    .2    2.2
  78.600 +                                                                                       0    12    .0    2.2
  79.200 +XX                                                                                     2    14    .4    2.5
  79.800 +                                                                                       0    14    .0    2.5
  80.400 +XXXXXXXXXXXXXXXXX                                                                     17    31   3.1    5.6
  81.000 +XXXXXX                                                                                 6    37   1.1    6.7
  81.600 +                                                                                       0    37    .0    6.7
  82.200 +XXXXXXX                                                                                7    44   1.3    8.0
  82.800 +                                                                                       0    44    .0    8.0
  83.400 +XXXXXXXXXXXXXXXXXXXXXXX                                                               23    67   4.2   12.2
  84.000 +XXXXXXXXXXXXXXXXXXXXXXX                                                               23    90   4.2   16.4
  84.600 +                                                                                       0    90    .0   16.4
  85.200 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                 69   159  12.5   28.9
  85.800 +                                                                                       0   159    .0   28.9
  86.400 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                               39   198   7.1   36.0
  87.000 +XXXXXXXXXXXXXXXXXXXXXXXXXXX                                                           27   225   4.9   40.9
  87.600 +                                                                                       0   225    .0   40.9
  88.200 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                   35   260   6.4   47.3
  88.800 +                                                                                       0   260    .0   47.3
  89.400 +XXXXXXXXXXXXXXXXXXXXXXXXX                                                             25   285   4.5   51.8
  90.000 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                    50   335   9.1   60.9
  90.600 +                                                                                       0   335    .0   60.9
  91.200 +XXXXXXXXXXXXXXXXXXXXXX                                                                22   357   4.0   64.9
  91.800 +                                                                                       0   357    .0   64.9
  92.400 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                     33   390   6.0   70.9
  93.000 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                      32   422   5.8   76.7
  93.600 +                                                                                       0   422    .0   76.7
  94.200 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                             41   463   7.5   84.2
  94.800 +                                                                                       0   463    .0   84.2
  95.400 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                              40   503   7.3   91.5
  96.000 +XXXXXXXXXXXXXXXXXXXXX                                                                 21   524   3.8   95.3
  96.600 +                                                                                       0   524    .0   95.3
  97.200 +XXXXXXXXX                                                                              9   533   1.6   96.9
  97.800 +                                                                                       0   533    .0   96.9
  98.400 +XXXXXXXXXXXXXXX                                                                       15   548   2.7   99.6
  99.000 +XX                                                                                     2   550    .4  100.0
  99.600 +                                                                                       0   550    .0  100.0
```

Figure 5. Histogram of English 12 Average

```
                                   SYMBOL  COUNT      MEAN      ST.DEV.
                                      X      550      89.216       4.551
INTERVAL                                                                                        FREQUENCY PERCENTAGE
NAME            5   10   15   20   25   30   35   40   45   50   55   60   65   70   75   80  INT.  CUM.  INT.   CUM.
           +----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+
    71.400 +                                                                                  0     0    .0     .0
    72.000 +                                                                                  0     0    .0     .0
    72.600 +                                                                                  0     0    .0     .0
    73.200 +X                                                                                 1     1    .2     .2
    73.800 +                                                                                  0     1    .0     .2
    74.400 +                                                                                  0     1    .0     .2
    75.000 +                                                                                  0     1    .0     .2
    75.600 +                                                                                  0     1    .0     .2
    76.200 +                                                                                  0     1    .0     .2
    76.800 +                                                                                  0     1    .0     .2
    77.400 +                                                                                  0     1    .0     .2
    78.000 +XXXX                                                                              4     5    .7     .9
    78.600 +                                                                                  0     5    .0     .9
    79.200 +XX                                                                                2     7    .4    1.3
    79.800 +                                                                                  0     7    .0    1.3
    80.400 +XXXXXX                                                                            6    13   1.1    2.4
    81.000 +XXXXXXXXX                                                                         9    22   1.6    4.0
    81.600 +                                                                                  0    22    .0    4.0
    82.200 +XXXXXXX                                                                           7    29   1.3    5.3
    82.800 +                                                                                  0    29    .0    5.3
    83.400 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                  31    60   5.6   10.9
    84.000 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                33    93   6.0   16.9
    84.600 +                                                                                  0    93    .0   16.9
    85.200 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                     44   137   8.0   24.9
    85.800 +                                                                                  0   137    .0   24.9
    86.400 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                        41   178   7.5   32.4
    87.000 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                 32   210   5.8   38.2
    87.600 +                                                                                  0   210    .0   38.2
    88.200 +XXXXXXXXXXXXXXXXXXXXXXXX                                                         24   234   4.4   42.5
    88.800 +                                                                                  0   234    .0   42.5
    89.400 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                              35   269   6.4   48.9
    90.000 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                          55   324  10.0   58.9
    90.600 +                                                                                  0   324    .0   58.9
    91.200 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                          39   363   7.1   66.0
    91.800 +                                                                                  0   363    .0   66.0
    92.400 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                            37   400   6.7   72.7
    93.000 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                 32   432   5.8   78.5
    93.600 +                                                                                  0   432    .0   78.5
    94.200 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                       42   474   7.6   86.2
    94.800 +                                                                                  0   474    .0   86.2
    95.400 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                 32   506   5.8   92.0
    96.000 +XXXXXXXXXXXXXXXXXXXXXXXXX                                                        25   531   4.5   96.5
    96.600 +                                                                                  0   531    .0   96.5
    97.200 +XXXXXXXX                                                                          8   539   1.5   98.0
    97.800 +                                                                                  0   539    .0   98.0
    98.400 +XXXXXXXXXXX                                                                      11   550   2.0  100.0
    99.000 +                                                                                  0   550    .0  100.0
```

Figure 6. Histogram of Four-Year English Average

```
                                           SYMBOL   COUNT     MEAN      ST.DEV.
                                             X       550      89.158     4.815
INTERVAL                                                                                      FREQUENCY   PERCENTAGE
NAME          5   10   15   20   25   30   35   40   45   50   55   60   65   70   75   80  INT.  CUM.   INT.   CUM.
         +----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+
  70.800 +
  71.400 +                                                                                     0     0     .0     .0
  72.000 +X                                                                                    0     0     .0     .0
  72.600 +                                                                                     1     1     .2     .2
  73.200 +                                                                                     0     1     .0     .2
  73.800 +                                                                                     0     1     .0     .2
  74.400 +X                                                                                    0     1     .0     .2
  75.000 +X                                                                                    1     2     .2     .4
  75.600 +                                                                                     1     3     .2     .5
  76.200 +                                                                                     0     3     .0     .5
  76.800 +                                                                                     0     3     .0     .5
  77.400 +XXX                                                                                  0     3     .0     .5
  78.000 +XX                                                                                   3     6     .5    1.1
  78.600 +                                                                                     2     8     .4    1.5
  79.200 +XXXXX                                                                                0     8     .0    1.5
  79.800 +                                                                                     5    13     .9    2.4
  80.400 +XXXXXX                                                                               0    13     .0    2.4
  81.000 +XXXXXXX                                                                              6    19    1.1    3.5
  81.600 +                                                                                     7    26    1.3    4.7
  82.200 +XXXXXXXXXXXXXXX                                                                      0    26     .0    4.7
  82.800 +                                                                                    15    41    2.7    7.5
  83.400 +XXXXXXXXXXXXXXXXXXXX                                                                 0    41     .0    7.5
  84.000 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                               20    61    3.6   11.1
  84.600 +                                                                                    37    98    6.7   17.8
  85.200 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                0    98     .0   17.8
  85.800 +                                                                                    53   151    9.6   27.5
  86.400 +XXXXXXXXXXXXXXXXXXXXXXXXXXX                                                          0   151     .0   27.5
  87.000 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                  27   178    4.9   32.4
  87.600 +                                                                                    34   212    6.2   38.5
  88.200 +XXXXXXXXXXXXXXXXXXXXXXXXXXX                                                          0   212     .0   38.5
  88.800 +                                                                                    27   239    4.9   43.5
  89.400 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                      0   239     .0   43.5
  90.000 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                  31   270    5.6   49.1
  90.600 +                                                                                    50   320    9.1   58.2
  91.200 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                          0   320     .0   58.2
  91.800 +                                                                                    43   363    7.8   66.0
  92.400 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                 0   363     .0   66.0
  93.000 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                        36   399    6.5   72.5
  93.600 +                                                                                    28   427    5.1   77.6
  94.200 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                       0   427     .0   77.6
  94.800 +                                                                                    30   457    5.5   83.1
  95.400 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                        0   457     .0   83.1
  96.000 +XXXXXXXXXXXXXXXXXXXXX                                                               45   502    8.2   91.3
  96.600 +                                                                                    21   523    3.8   95.1
  97.200 +XXXXXXXXXXXXXXXXX                                                                    0   523     .0   95.1
  97.800 +                                                                                    17   540    3.1   98.2
  98.400 +XXXXXXXXXX                                                                           0   540     .0   98.2
```

Figure 7. Histogram of Three-Year English Average

Table 6

Mean Score and Standard Deviation--Variables 1-3

By Institution

Institution	Number of Participants	Mean Score	Standard Deviation
The College of Saint Rose			
SAT-verbal	1	430.00	.00
PSAT-verbal	1	430.00	.00
Advanced Placement Score	33	2.79	.93
Cortland			
SAT-verbal	94	593.72	76.09
PSAT-verbal	94	599.04	76.40
Advanced Placement Score	52	2.60	.93
Hartwick			
SAT-verbal	44	537.73	98.47
PSAT-verbal	43	513.26	102.51
Advanced Placement Score	22	2.73	.98
Rensselaer Polytechnic			
SAT-verbal	306	592.45	84.15
PSAT-verbal	306	573.83	83.19
Advanced Placement Score	153	3.31	1.12
Russell Sage			
SAT-verbal	30	552.13	69.00
PSAT-verbal	30	551.33	63.29
Advanced Placement Score	30	2.80	.92

Total Number of Institutions = 5

Table 7

First College English Grade

Placement by Sex

Sex	Number	Mean Grade	Standard Deviation
Females			
Advanced Placement	115	3.20	.728
Non-Advanced Placement	133	2.37	.866
Males			
Advanced Placement	75	3.17	.795
Non-Advanced Placement	133	2.02	1.115
Total	456		

Table 8

Analysis of Variance Summary

First College English Grade

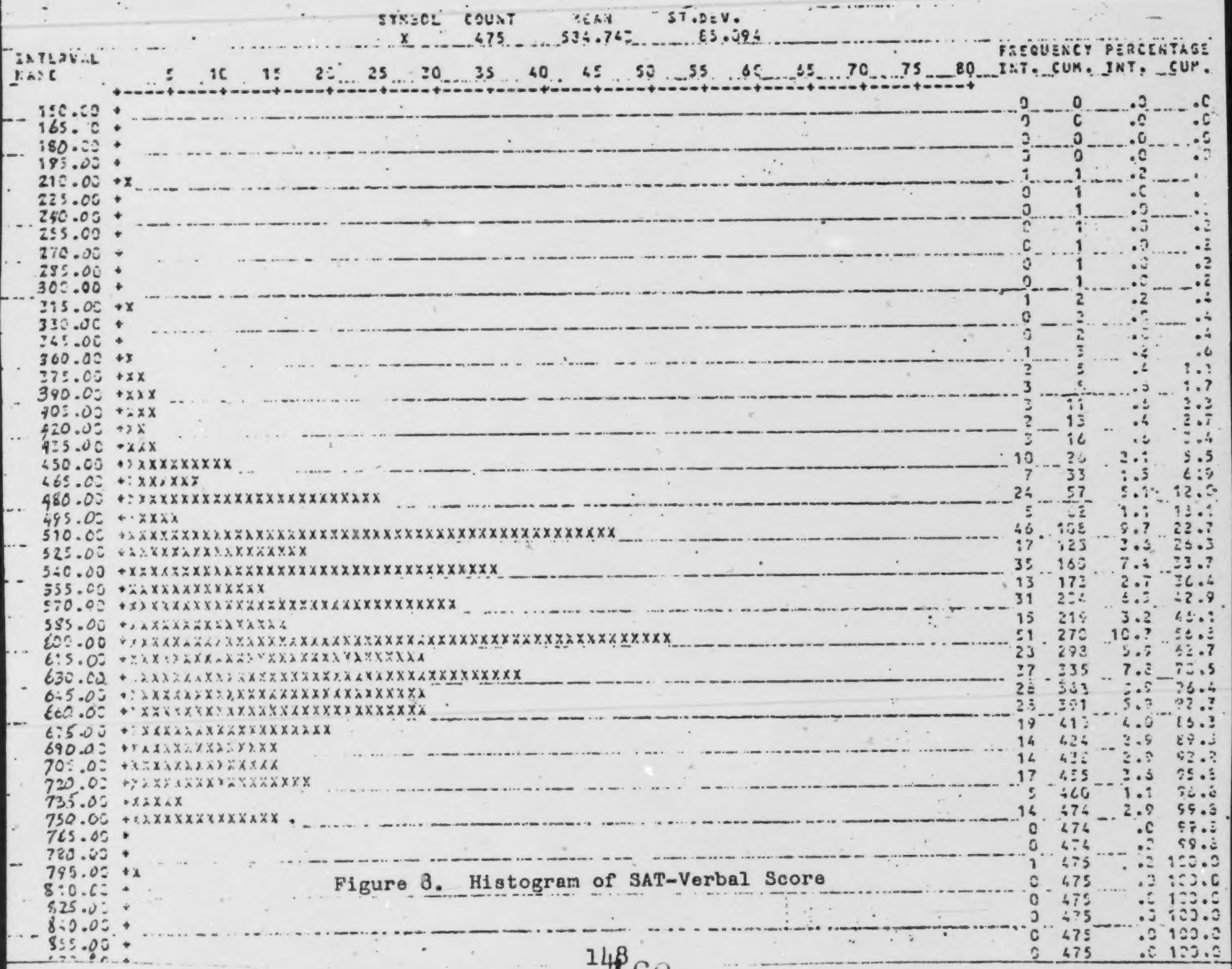
Source	Sums of Squares	df	Mean Square	F	Significance
Advanced Placement	105.85	1	105.85	129.23	.001
Sex	3.75	1	3.75	4.57	.003
Sex by Placement	3.00	1	3.00	3.66	.056 N.S.
Error	369.42	452	.819		
Total	482.02	455			

Table 9

Second College English Grade

Placement by Sex

Sex	Number	Mean Grade	Standard Deviation
Females			
Advanced Placement	28	3.29	.659
Non-Advanced Placement	8	2.88	1.246
Males			
Advanced Placement	11	3.09	.944
Non-Advanced Placement	3	2.00	1.000
Total	50		



```
                                        SYMBOL  COUNT      MEAN      ST.DEV.
                                          X      475      534.742    85.094
INTERVAL                                                                                FREQUENCY PERCENTAGE
NAME          5    10   15   20   25   30   35   40   45   50   55   60   65   70   75   80  INT. CUM. INT.  CUM.
         +----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+
  150.00 +                                                                                  0    0    .0    .0
  165.00 +                                                                                  0    0    .0    .0
  180.00 +                                                                                  0    0    .0    .0
  195.00 +                                                                                  0    0    .0    .0
  210.00 +X                                                                                 1    1    .2    .2
  225.00 +                                                                                  0    1    .0    .2
  240.00 +                                                                                  0    1    .0    .2
  255.00 +                                                                                  0    1    .0    .2
  270.00 +                                                                                  0    1    .0    .2
  285.00 +                                                                                  0    1    .0    .2
  300.00 +                                                                                  0    1    .0    .2
  315.00 +X                                                                                 1    2    .2    .4
  330.00 +                                                                                  0    2    .0    .4
  345.00 +                                                                                  0    2    .0    .4
  360.00 +X                                                                                 1    3    .2    .6
  375.00 +XX                                                                                2    5    .4   1.1
  390.00 +XXX                                                                               3    8    .6   1.7
  405.00 +XXX                                                                               3   11    .6   2.3
  420.00 +XX                                                                                2   13    .4   2.7
  435.00 +XXX                                                                               3   16    .6   3.4
  450.00 +XXXXXXXXXX                                                                       10   26   2.1   5.5
  465.00 +XXXXXXX                                                                           7   33   1.5   6.9
  480.00 +XXXXXXXXXXXXXXXXXXXXXXXX                                                         24   57   5.1  12.0
  495.00 +XXXXX                                                                             5   62   1.1  13.1
  510.00 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                   46  108   9.7  22.7
  525.00 +XXXXXXXXXXXXXXXXX                                                                17  125   3.6  26.3
  540.00 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                              35  160   7.4  33.7
  555.00 +XXXXXXXXXXXXX                                                                    13  173   2.7  36.4
  570.00 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                  31  204   6.5  42.9
  585.00 +XXXXXXXXXXXXXXX                                                                  15  219   3.2  46.1
  600.00 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                              51  270  10.7  56.8
  615.00 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                     28  298   5.9  62.7
  630.00 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                            37  335   7.8  70.5
  645.00 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                     28  363   5.9  76.4
  660.00 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                     28  391   5.9  82.3
  675.00 +XXXXXXXXXXXXXXXXXXX                                                              19  410   4.0  86.3
  690.00 +XXXXXXXXXXXXXX                                                                   14  424   2.9  89.3
  705.00 +XXXXXXXXXXXXXX                                                                   14  438   2.9  92.2
  720.00 +XXXXXXXXXXXXXXXXX                                                                17  455   3.6  95.8
  735.00 +XXXXX                                                                             5  460   1.1  96.8
  750.00 +XXXXXXXXXXXXXX                                                                   14  474   2.9  99.8
  765.00 +                                                                                  0  474    .0  99.8
  780.00 +                                                                                  0  474    .0  99.8
  795.00 +X                                                                                 1  475    .2 100.0
  810.00 +                                                                                  0  475    .0 100.0
  825.00 +                                                                                  0  475    .0 100.0
  840.00 +                                                                                  0  475    .0 100.0
  855.00 +                                                                                  0  475    .0 100.0
         +                                                                                  0  475    .0 100.0
```

Figure 8. Histogram of SAT-Verbal Score

Table 10

Scholastic Aptitude Test Verbal Score

Placement by Sex

Sex	Number	Mean Score	Standard Deviation
Females			
Advanced Placement	125	584.51	87.16
Non-Advanced Placement	94	602.13	76.04
Males			
Advanced Placement	127	602.68	84.64
Non-Advanced Placement	129	554.64	82.14
Total	475		

Table 11

Analysis of Variance

Scholastic Aptitude Verbal Score

Source	Sums of Squares	df	Mean Square	F	Significance
Advanced Placement	27004	1	27004	3.92	.048
Sex	25088	1	25088	3.64	.057 N.S.
Sex by Placement	125783	1	125783	18.25	.000
Error	3246131	472	6892		
Total	3424006	475			

Table 12

Preliminary Scholastic Aptitude Test Verbal Score

Placement by Sex

Sex	Number	Mean Score	Standard Deviation
Females			
Advanced Placement	125	577.53	88.93
Non-Advanced Placement	94	591.17	81.58
Males			
Advanced Placement	126	579.76	79.96
Non-Advanced Placement	129	543.64	84.48
Total	474		

Table 13

Summary of Analysis of Variance

Preliminary Scholastic Aptitude Test Verbal Score

Source	Sums of Squares	df	Mean Square	F	Significance
Advanced Placement	14717	1	14717	2.09	.149 N.S.
Sex	59762	1	59762	8.48	.004
Sex by Placement	72134	1	72134	10.23	.001
Error	3312485	471			
Total	3459098	474			

```
                                          SYMBOL  COUNT     MEAN      ST.DEV.
INTERVAL                                     X     474    571.606     85.554
NAME          5    10   15   20   25   30   35   40   45   50   55   60   65   70   75   80   FREQUENCY PERCENTAGE
         +----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+   INT.  CUM.  INT.  CUM.
  310.00 +XX                                                                                   2     2    .4    .4
  320.00 +                                                                                     0     2    .0    .4
  330.00 +                                                                                     0     2    .0    .4
  340.00 +X                                                                                    1     3    .2    .6
  350.00 +                                                                                     0     3    .0    .6
  360.00 +                                                                                     0     3    .0    .6
  370.00 +XX                                                                                   2     5    .4   1.1
  380.00 +XX                                                                                   2     7    .4   1.5
  390.00 +                                                                                     0     7    .0   1.5
  400.00 +XXXXXXX                                                                              7    14   1.5   3.0
  410.00 +                                                                                     0    14    .0   3.0
  420.00 +XXXXXX                                                                               6    20   1.3   4.2
  430.00 +XXX                                                                                  3    23    .6   4.9
  440.00 +XXXXXX                                                                               6    29   1.3   6.1
  450.00 +XXXXXXXXXX                                                                          10    39   2.1   8.2
  460.00 +XXXXXXX                                                                              7    46   1.5   9.7
  470.00 +XXXXXXX                                                                              7    53   1.5  11.2
  480.00 +XXXXXXXXXXXXXXXXXXX                                                                 19    72   4.0  15.2
  490.00 +XXXXXXX                                                                              7    79   1.5  16.7
  500.00 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                               53   132  11.2  27.8
  510.00 +XXXXXXXXXXXXXXXXXX                                                                  18   150   3.8  31.6
  520.00 +XXXXXXXXXXXX                                                                        12   162   2.5  34.2
  530.00 +XXXXXXXXXXXXXXX                                                                     15   177   3.2  37.3
  540.00 +XXXXXXXXXXXXX                                                                       13   190   2.7  40.1
  550.00 +XXXXXXXXXXXXXX                                                                      14   204   3.0  43.0
  560.00 +XXXXXXXXXXXXX                                                                       13   217   2.7  45.8
  570.00 +XXXXXXXXXXXXXX                                                                      14   231   3.0  48.7
  580.00 +XXXXXXXXXXXX                                                                        12   243   2.5  51.3
  590.00 +XXXXXXXXXX                                                                          10   253   2.1  53.4
  600.00 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                           41   294   8.6  62.0
  610.00 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                    32   326   6.8  68.8
  620.00 +XXXXXXXXXXXXXXX                                                                     15   341   3.2  71.9
  630.00 +XXXXXXXXXXXXXXXXXXXX                                                                20   361   4.2  76.2
  640.00 +XXXXXXXXXXXXXXXXXXXXXXX                                                             23   384   4.9  81.0
  650.00 +XXXXXXXXXXXXXXX                                                                     15   399   3.2  84.2
  660.00 +XXXXXXXX                                                                             8   407   1.7  85.9
  670.00 +XXXXXX                                                                               6   413   1.3  87.1
  680.00 +XXXXXXXX                                                                             8   421   1.7  88.8
  690.00 +XXXXXXX                                                                              7   428   1.5  90.3
  700.00 +XXXXXXXXXXXXXXXXX                                                                   17   445   3.6  93.9
  710.00 +XXXXXXXXXXXXXXX                                                                     15   460   3.2  97.0
  720.00 +XXXX                                                                                 4   464    .8  97.9
  730.00 +XX                                                                                   2   466    .4  98.3
  740.00 +XXXX                                                                                 4   470    .8  99.2
  750.00 +X                                                                                    1   471    .2  99.4
  760.00 +X                                                                                    1   472    .2  99.6
  770.00 +                                                                                     0   472    .0  99.6
```

Figure 9. Histogram of PSAT-Verbal Score

```
                                SYMBOL  COUNT      MEAN       ST.DEV.
INTERVAL                          X      580       1.512       1.694
NAME
            5   10   15   20   25   30   35   40   45   50   55   60   65   70   75   80    FREQUENCY PERCENTAGE
         +----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+   INT.  CUM.  INT.  CUM.
  .12000 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX*   290   290  50.0  50.0
  .24000 +                                                                                    0   290    .0  50.0
  .36000 +                                                                                    0   290    .0  50.0
  .48000 +                                                                                    0   290    .0  50.0
  .60000 +                                                                                    0   290    .0  50.0
  .72000 +                                                                                    0   290    .0  50.0
  .84000 +                                                                                    0   290    .0  50.0
  .96000 +                                                                                    0   290    .0  50.0
 1.0800  +XXXXXXXXXXXX                                                                       12   302   2.1  52.1
 1.2000  +                                                                                    0   302    .0  52.1
 1.3200  +                                                                                    0   302    .0  52.1
 1.4400  +                                                                                    0   302    .0  52.1
 1.5600  +                                                                                    0   302    .0  52.1
 1.6800  +                                                                                    0   302    .0  52.1
 1.8000  +                                                                                    0   302    .0  52.1
 1.9200  +                                                                                    0   302    .0  52.1
 2.0400  +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX*   96   398  16.6  68.6
 2.1600  +                                                                                    0   398    .0  68.6
 2.2800  +                                                                                    0   398    .0  68.6
 2.4000  +                                                                                    0   398    .0  68.6
 2.5200  +                                                                                    0   398    .0  68.6
 2.6400  +                                                                                    0   398    .0  68.6
 2.7600  +                                                                                    0   398    .0  68.6
 2.8800  +                                                                                    0   398    .0  68.6
 3.0000  +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX*   87   485  15.0  83.6
 3.1200  +                                                                                    0   485    .0  83.6
 3.2400  +                                                                                    0   485    .0  83.6
 3.3600  +                                                                                    0   485    .0  83.6
 3.4800  +                                                                                    0   485    .0  83.6
 3.6000  +                                                                                    0   485    .0  83.6
 3.7200  +                                                                                    0   485    .0  83.6
 3.8400  +                                                                                    0   485    .0  83.6
 3.9600  +                                                                                    0   485    .0  83.6
 4.0800  +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                    63   548  10.9  94.5
 4.2000  +                                                                                    0   548    .0  94.5
 4.3200  +                                                                                    0   548    .0  94.5
 4.4400  +                                                                                    0   548    .0  94.5
 4.5600  +                                                                                    0   548    .0  94.5
 4.6800  +                                                                                    0   548    .0  94.5
 4.8000  +                                                                                    0   548    .0  94.5
 4.9200  +                                                                                    0   548    .0  94.5
 5.0400  +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX                                                   32   580   5.5 100.0
 5.1600  +                                                                                    0   580    .0 100.0
 5.2800  +                                                                                    0   580    .0 100.0
 5.4000  +                                                                                    0   580    .0 100.0
 5.5200  +                                                                                    0   580    .0 100.0
 5.6400  +                                                                                    0   580    .0 100.0
 5.7600  +                                                                                    0   580    .0 100.0
 5.8800  +                                                                                    0   580    .0 100.0
```

Figure 10. Histogram of AP Score

Table 14

Participants' Advanced Placement Score and First English Grade

Advanced Placement Score	Females					Total	Males					Total
	"A"	"B"	"C"	"D"	"F"		"A"	"B"	"C"	"D"	"F"	
5	92% (12)	7% (1)	0% (0)	0% (0)	0% (0)	13	71% (5)	28% (2)	0% (0)	0% (0)	0% (0)	7
4	62% (10)	31% (5)	6% (1)	0% (0)	0% (0)	16	45% (10)	50% (11)	4% (1)	0% (0)	0% (0)	22
3	31% (15)	59% (28)	6% (3)	2% (1)	0% (0)	47	26% (6)	65% (15)	8% (2)	0% (0)	0% (0)	23
2	12% (4)	62% (20)	25% (8)	0% (0)	0% (0)	32	21% (4)	63% (12)	10% (2)	0% (0)	5% (1)	19
1	14% (1)	28% (2)	42% (3)	14% (1)	0%	7	0% (0)	50% (2)	25% (1)	0% (0)	25% (1)	44
Total	(55)	(56)	(15)	(2)	(0)	115	(25)	(42)	(6)	(0)	(2)	75

Table 15

Cross-tabulation of First English Grade by Placement Controlling for Sex*

Non-Advanced Placement Females			Total	Non-Advanced Placement Males			Total
"A"	"B"	"C" and Below		"A"	"B"	"C" and Below	
10.5% (14)	30.8% (41)	58.6% (78)	133	9.0% (12)	24.1% (32)	66.9% (89)	133
Advanced Placement Females				**Advanced Placement Males**			
"A"	"B"	"C" and Below		"A"	"B"	"C" and Below	
36.5% (42)	48.7% (56)	14.8% (17)	115	33.3% (25)	56.0% (42)	10.7% (8)	75

*Chi-square test of significance--two way association of sex by grade

Table 16

Intercorrelation of Predictor and Criterion Variables

Stepwise Multiple Regression

	Multiple		
Variables	R	R^2	Increase in R^2
Advanced Placement English Score	.48	.23	.2276
Four-Year English Average	.51	.26	.0325
English 12 Grade (Advanced Placement)	.51	.26	.0004

Table 17

Intercorrelations for Advanced Placement Students

	Variables	1 SAT-V	2 PSAT-V	3 AP Score	4 First	5 Second	6 Grade 12	7 Four Year Average	8 Three Year Average
1	SAT-verbal	1.00 (252)							
2	PSAT-verbal	.83 (251)	1.00 (251)						
3	Advanced Placement Score	.67 (252)	.63 (251)	1.00 (190)					
4	First English Grade	.45 (167)	.38 (166)	.47 (190)	1.00				
5	Second English Grade	.66 (37)	.43 (37)	.56 (39)	.45 (39)	1.00 (39)			
6	English 12 Grade	.46 (252)	.42 (251)	.47 (290)	.30 (190)	.40 (39)	1.00 (290)		
7	Four-Year English High School Average	.52 (252)	.47 (251)	.54 (290)	.36 (190)	.41 (39)	.85 (290)	1.00 (290)	
8	Three-Year English High School Average	.50 (252)	.45 (251)	.53 (290)	.37 (190)	.38 (39)	.72 (290)	.97 (290)	1.00 (290)

Table 18

Intercorrelations for Non-Advanced Placement Students

Variables	1 SAT-V	2 PSAT-V	3 First	4 Second	5 Grade 12	6 Four Year Average	7 Three Year Average
1 SAT-verbal	1.00 (223)						
2 PSAT-verbal	.84 (223)	1.00 (223)					
3 First English Grade	.29 (212)	.12 (212)	1.00 (266)				
4 Second English Grade	.06 (10)	.13 (10)	-.14 (11)	1.00 (11)			
5 English 12 Grade	.34 (223)	.35 (223)	.39 (236)	.16 (11)	1.00 (260)		
6 Four-Year English High School Average	.32 (223)	.30 (223)	.48 (236)	.17 (11)	.78 (260)	1.00 (260)	
7 Three-Year English High School Average	.29 (223)	.25 (223)	.45 (236)	.17 (11)	.62 (260)	.97 (260)	1.00 (260)

Table 19

Comparison of Advanced Placement and Non-Advanced Placement Groups

	No. of	Advanced Placement Group		No. of	Non-Advanced Placement Group		
Variables	Cases	Mean Grade	Variance	Cases	Mean Grade	Variance	Total
SAT-Verbal Score	(252)	593.67	7432.30	(223)	584.74	7241.07	475
PSAT-Verbal Score	(251)	578.65	7120.97	(223)	571.61	7319.44	474
Advanced Placement English Score	(290)	3.02	1.16				290
First College English Grade	(190)	3.19	.567	(266)	2.61	1.07	456
Second College English Grade	(39)	3.23	.551	(11)	3.10	.79	50
Third College English Grade	(13)	3.39	.756	(2)	3.27	.78	15
Fourth College English Grade	(4)	3.50	.333	(2)	3.50	.30	6
English 12 Grade	(290)	90.47	26.65	(260)	88.95	25.56	550
Three-Year English Average	(290)	90.75	22.38	(260)	89.16	23.19	550
Four-Year English Average	(290)	90.77	20.13	(260)	89.22	20.71	550

Table 20

Percentage of Students' SAT Scores and Grades at a Certain Level

SAT-Verbal	Advanced Placement Grade of 3 or above	Advanced Placement Grade of 2 or above
70 or more	100%	100%
65-59	89	100
60-64	74	100
55-59	61	100
50-54	38	96
45-49	18	77
40-44	20	80
20-39	0	66
Total	252	252

Table 21

Percentage of Students' PSAT Scores and Grades at a Certain Level

PSAT-Verbal	Advanced Placement Grade of 3 or above	Advanced Placement Grade of 2 or above
70 or more	100%	100%
65-59	95	100
60-64	81	100
55-59	66	100
50-54	38	94
45-49	29	86
40-44	13	88
20-39	0	67
Total	251	251

Table 22

State University of New York at Cortland
Advanced Placement Participants'
Distribution of Scores in English (9-12)

	Grade Levels	Grade 9 No. of *F	Grade 9 No. of M	Grade 10 No. of F	Grade 10 No. of M	Grade 11 No. of F	Grade 11 No. of M	Grade 12 No. of F	Grade 12 No. of M
1976-1977	100-98(%)			1					
	97-95		1	1	1	1	1	1	1
	94-92	4		3		6		4	
	91-89	4	3	3	2	1	2	1	3
	88-86	1		1		1		2	1
	85-83	1		1	1	1	2	1	
	82-80								
	79-77		1		1			1	
	76-0								
		10	5	10	5	10	5	10	5
1975-1976	100-98(%)								
	97-95	1		2		2		1	
	94-92	3	2	4		3		5	
	91-89	4		2	1	6		2	1
	88-86		1		2		1	1	2
	85-83	7		6	1	4	3	5	
	82-80		1					1	
	79-77			1					1
	76-0								
		15	4	15	4	15	4	15	4
1974-1975	100-98(%)	1		1		1		1	
	97-95	4		3		2		3	
	94-92	4	1	3	1	2	1	1	
	91-89	1		2		3		3	
	88-86	1		2		3		2	1
	85-83	4	1	2	1	2	1	5	1
	82-80			1	1	1	1		
	79-77								1
	76-0		1						
		15	3	15	3	15	3	15	3

Table 23

State University of New York at Cortland
Non-Advanced Placement Participants'
Distribution of Scores in English (9-12)

		Grade 9		Grade 10		Grade 11		Grade 12	
	Grade	No. of		No. of		No. of		No. of	
1976-1977	Levels	*F	M	F	M	F	M	F	M
	100-98(%)								
	97-95	1				1			
	94-92	1	1	3		1		1	2
	91-89	2		2	3	1	3	2	
	88-86	2	2	2		3		6	1
	85-83	4	1	1	2	4	2	1	2
	82-80			2					
	79-77		1						
	76-0								
		10	5	10	5	10	5	10	5
1975-1976									
	100-98(%)								
	97-95				1		1		1
	94-92	1		2	1	4		1	
	91-89	3	3	2	1		1	2	1
	88-86	3		4		7	2	6	2
	85-83	7	1	5	1	2		6	
	82-80	1		2		1			
	79-77					1			
	76-0								
		15	4	15	4	15	4	15	4
1974-1975									
	100-98(%)								
	97-95	1		1		1		1	
	94-92	1		2		2		2	
	91-89			1				1	
	88-86	4		2	2	3	2	7	2
	85-83	8	3	8	1	6	1	4	1
	82-80	1		1		3			
	79-77								
	76-0								
		15	3	15	3	15	3	15	3

Table 24

State University of New York at Cortland

SUMMARY OF PARTICIPANTS' ENGLISH AVERAGES

High School Average	Female: Four Years	Female: Three Years	Female: No. Received AP English Grade		Male: Four Years	Male: Three Years	Male: No. Received AP English Grade
100-98(%)				1977			
97-95		2	2		1	1	1
94-92	5	3	3				
91-89	2	3	1		2	2	3
88-86	2	1	2		1	1	1
85-83	1	1	1				
82-80					1		
79-77			1			1	
76-0							
100-98(%)				1976			
97-95		1					
94-92	5	3	5				
91-89	4	5	2		1	1	1
88-86	2	2	2		2	2	2
85-83	3	3	5			1	
82-80	1	1	1		1		
79-77							
76-0							1
100-98(%)	1	1	1	1975			
97-95	3	3	2				
94-92	2	2	1			1	
91-89	3	3	3		1		
88-86	3	3	2				1
85-83	3	3	5		1	1	1
82-80						1	
79-77					1		
76-0							1

Table 25
State University of New York at Cortland Non-Advanced Placement Participants' Averages

	High School Average	Four Years Number of		Three Years Number of		English 12 Grade	
1976-1977		*F	M	F	M	F	M
	100-98(%)						
	97-95		1	2	1	1	1
	94-92	5		3		4	
	91-89	2	2	3	2	1	3
	88-86	2	1	1	1	2	1
	85-83	1		1		1	
	82-80		1				
	79-77				1	1	
	76-0						
		(10)	(5)	(10)	(5)	(10)	(5)
1975-1976	100-98(%)						
	97-95						
	94-92	1	1	2	1	5	
	91-89	1	2	1	2	3	1
	88-86	6		4		4	2
	85-83	5	1	5	1		
	82-80			1		1	
	79-77						1
	76-0						
		(13)	(4)	(13)	(4)	(13)	(4)
1974-1975	100-98(%)	1		1		1	
	97-95	3		3		3	
	94-92	2		2	1	1	
	91-89	3	1	3		3	
	88-86	3		3		3	1
	85-83	3	1	3	1	4	1
	82-80				1		
	79-77		1				
	76-0						1
		(15)	(3)	(15)	(3)	(15)	(3)

*Females/males

Table 26

State University of New York at Cortland

FIRST ACCELERATED ENGLISH COURSE GRADE—FIRST ENGLISH COURSE GRADE NON-AP STUDENTS
RECEIVED RECEIVED

English Score	Credit Awarded	No. of 1977 NYS AP Participants with Scores of	"A" No. of *F	"A" No. of M	"B" No. of F	"B" No. of M	"C" No. of F	"C" No. of M	"D" No. of F	"D" No. of M	"F" No. of F	"F" No. of M	1977	"A" No. of F	"A" No. of M	"B" No. of F	"B" No. of M	"C" No. of F	"C" No. of M	"D" No. of F	"D" No. of M	"F" No. of F	"F" No. of M
5	3	1	1											1		2	1	3	2	4	1		1
4	3	2	1		1																		
3		4			3	1																	
2		8			3	1		1															
1																							
		(15)																					

One female received "2" took no English course.
Two males received "2"-took no English course.

English Score	Credit Awarded	1976	"A" F	"A" M	"B" F	"B" M	"C" F	"C" M	"D" F	"D" M	"F" F	"F" M	1976	"A" F	"A" M	"B" F	"B" M	"C" F	"C" M	"D" F	"D" M	"F" F	"F" M
5																							
4	3	2			1	1									2	3		9	1	3	1		
3		6	2		1		1	1	1														
2		7			2		2	1															
1		4				1	1		1														
		(19)																					

Two females received "3" but took no English course.
One female received "2" but took no English course.

English Score	Credit Awarded	1975	"A" F	"A" M	"B" F	"B" M	"C" F	"C" M	"D" F	"D" M	"F" F	"F" M	1975	"A" F	"A" M	"B" F	"B" M	"C" F	"C" M	"D" F	"D" M	"F" F	"F" M
5	3	1																					
4																3	1	7		5	2		
3		11	1		5		3	1															
2		3					1																
1		3	1			1		1															
		(18)	(6)		(21)		(15)		(2)					(3)		(10)		(22)		(16)		(1)	

One female received "5" but withdrew passing
One female received "3" - no English course

*Females/males

Table 27

Summary of Advanced Placement Participants at Cortland

	English AP Examination Score	Total Number	Number by Sex		Credit Awarded	Number Received Credit		First English Course		Second English Course		Third English Course		Number Received No Credit		First English Course		Second English Course		Third English Course	
			Female	Male		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1977	5	1	1		3	1		1		1											
	4	2	2		3	2		2		1											
	3	4	3	1	3	3	1	3	1	1											
	2	8	4	4										4	4	3	2				
	1																				
		(15)	10	5		6	1	6	1	3				4	4	3	2				
1976	5																				
	4	2	1	1	3	1	1	1	1		1		1								
	3	8	7	1	3	7	1	5	1	2											
	2	6	5	1										5	1	4	1				
	1	3	2	1										2	1	2	1				
		(19)	15	4		8	2	6	2	2	1		1	7	2	6	2				
1975	5	1	1		3		1														
	4																				
	3	11	10	1	3	10	1	9	1	6	1	1									
	2	3	3											3		3		1			
	1	3	1	2										1	2	2	1		1		
		(18)	15	3		10	2	9	1	6	1	1		4	2	5	1	1	1		

Table 28

Rensselaer Polytechnic Institute Advanced Placement Participants' Distribution of Scores in English (9-12)

	Grade Levels	Grade 9 No. of *F	Grade 9 No. of M	Grade 10 No. of F	Grade 10 No. of M	Grade 11 No. of F	Grade 11 No. of M	Grade 12 No. of F	Grade 12 No. of M
1976-1977	100-98(%)	1	4		7	1	4	1	5
	97-95	4	13	4	10	4	11	2	12
	94-92		6	2	10		11	1	10
	91-89	1	10	1	7		14	3	7
	88-86	3	5		4	3	4		5
	85-83	2	5	3	7	3	4	3	8
	82-80		3		3		1	1	
	79-77		2	1	1				2
	76-0								
		(11)	(49)	(11)	(49)	(11)	(49)	(11)	(49)
1975-1976	100-98(%)	2	3	2	2	3	3	3	2
	97-95	3	10	1	8	2	10		11
	94-92	3	10	2	14	1	0	3	13
	91-89	1	6	3	5	2	8	2	3
	88-86		2	1	2	2	2	2	3
	85-83	1	3	1	3		2		1
	82-80								1
	79-77								
	76-0								
		(10)	(34)	(10)	(34)	(10)	(34)	(10)	(34)
1974-1975	100-98(%)	2	2	1	2	2	1	1	2
	97-95	9	4	8	3	5	2	9	2
	94-92	3	4	3	5	8	8	4	4
	91-89	1	2	1	3		4		8
	88-86	1	5	3	3	1	6	1	1
	85-83	1	10	1	15	1	9	1	2
	82-80		5		1		2	1	3
	79-77								

Table 29
Rensselaer Polytechnic Non-Advanced Placement Participants'

Distribution of Scores in English (9-12)

	Grade Levels	Grade 9 No. of *F	Grade 9 No. of M	Grade 10 No. of F	Grade 10 No. of M	Grade 11 No. of F	Grade 11 No. of M	Grade 12 No. of F	Grade 12 No. of M
1976-1977	100-98(%)								
	97-95	2	5	1	2	1	1	1	1
	94-92	2	7	3	5	3	7	3	7
	91-89	2	7	4	11	1	7	1	7
	88-86	3	4	2	10	2	13	3	6
	85-83	2	15	1	16	4	13	3	21
	82-80		9		5		6		4
	79-77						2		1
	76-0		2						2
		(11)	(49)	(11)	(49)	(11)	(49)	(11)	(49)
1975-1976	100-98(%)								
	97-95	1	2		1			2	1
	94-92	1	5	4	5	2	7	2	2
	91-89	2	10	3	10	3	7	2	8
	88-86	2	5	1	6	1	7		9
	85-83	3	9	1	8	2	9	4	8
	82-80	1	1	1	1	2	2		4
	79-77		1		1		1		1
	76-0		1		2		1		1
		(10)	(34)	(10)	(34)	(10)	(34)	(10)	(34)
1974-1975	100-98(%)	1			1	1	1		
	97-95	4	4	4	2	3	1	2	1
	94-92	6	8	4	5	2	6	3	4
	91-89	1	9	5	10	4	7	4	8
	88-86	2	1	1	2	3	8	6	3
	85-83	2	4	2	7	4	6	1	12
	82-80	1	4	1	3		3	1	4
	79-77		2		2				
	76-0								
		(17)	(32)	(17)	(32)	(17)	(32)	(17)	(32)

Table 30

SUMMARY OF PARTICIPANTS' ENGLISH AVERAGES

Rensselaer Polytechnic Institute

High School Average	Female Four Years	Female Three Years	Female No. Received AP English Grade		Male Four Years	Male Three Years	Male No. Received AP English Grade
				1977			
100-98(%)	1		1		2	2	5
97-95	2	5	2		17	18	12
94-92	2		1		6	3	10
91-89	1		3		11	13	8
88-86	2	2			7	6	5
85-83	2	4	2		4	5	7
82-80	1		2		2	2	
79-77							
76-0							
	(11)	(11)	(11)	1976	(49)	(49)	(49)
100-98(%)	2	2	3		1	1	2
97-95	2	2			10	10	11
94-92	2	2	3		14	13	13
91-89	3	3	2		5	6	3
88-86	1		2		2	2	3
85-83		1			2	2	1
82-80							
79-77							
76-0							
	(10)	(10)	(10)	1975	(34)	(34)	(34)
100-98(%)	1	1	1		1	1	2
97-95	7	8	9		3	3	2
94-92	5	5	4		3	4	4
91-89	2	1			8	6	8
88-86	1	1	1		4	4	4
85-83	1	1	1		13	12	9
82-80			1			2	3
79-77							
76-0							
	(17)	(17)	(17)		(32)	(32)	(32)

Table 31
Rensselaer Polytechnic Institute Non-Advanced Placement
Participants' Averages

	High School Average	Four Years Number of *F	Four Years Number of M	Three Years Number of F	Three Years Number of M	English 12 Grade F	English 12 Grade M
1976-1977	100-98(%)						
	97-95	1	1	1	2	1	2
	94-92	2	7	2	4	3	6
	91-89	4	5	3	9	1	7
	88-86	3	17	4	14	3	6
	85-83	1	14	1	13	3	21
	82-80		4		6		4
	79-77		1		1		1
	76-0						2
		(11)	(49)	(11)	(49)	(11)	(49)
1975-1976	100-98(%)						
	97-95					2	1
	94-92	3	4	2	4	2	2
	91-89	3	11	4	10	2	8
	88-86	1	8	2	9		10
	85-83	3	9	1	9	4	7
	82-80			1			4
	79-77		1		1		1
	76-0		1		1		1
		(10)	(34)	(10)	(34)	(10)	(34)
1974-1975	100-98(%)						
	97-95	3		3	2	2	1
	94-92	3	5	4	6	3	4
	91-89	7	13	6	11	3	8
	88-86	2	4	2	3	7	3
	85-83	2	9	1	8	1	12
	82-80		1	1	1	1	4
	79-77				1		
	76-0						
		(17)	(32)	(17)	(32)	(17)	(32)

*Females/males

Table 32
Rensselaer Polytechnic Institute

FIRST ACCELERATED ENGLISH COURSE GRADE—FIRST ENGLISH COURSE GRADE NON-AP STUDENTS

RECEIVED

English Score	Credit Awarded	No. of 1977 NYS' AP Participants with Scores of	"A" No. of		"B" No. of		"C" No. of		"D" No. of		"F" No. of	
			*F	M	F	M	F	M	F	M	F	M
5	3	8		1	1	1						
4	3	19		3		2		1				
3	3	8		1	2	3		1				
2		25				3						
1												
		(60)										

Two females received "5" but took no English.
Three males received "5" but took no English.
Six females received "2" but took no English.

1977

RECEIVED

"A" No. of		"B" No. of		"C" No. of		"D" No. of		"F" No. of	
F	M	F	M	F	M	F	M	F	M
1	5	2	10	6	21	2	10		3

Thirteen males received "4" but took no English.
One male received "3" but took no English.
Sixteen males received "2" but took no English.

1976

English Score	Credit Awarded	No. of AP Participants	"A" F	"A" M	"B" F	"B" M	"C" F	"C" M	"D" F	"D" M	"F" F	"F" M
5	3	8	1	4		1						
4	3	19	4	2		7						
3	3	8		4		4						
2		9			1	2	2	1				1
1												
		(44)										

One female received "5" but took no English.
One male received "5" but took no English.
One female received "4" but took no English

1976

"A" F	"A" M	"B" F	"B" M	"C" F	"C" M	"D" F	"D" M	"F" F	"F" M
1	4	3	7	4	12	2	5		6

Five males received "4" but took no English.
Two males received "2" but took no English.

1975

English Score	Credit Awarded	No. of AP Participants	"A" F	"A" M	"B" F	"B" M	"C" F	"C" M	"D" F	"D" M	"F" F	"F" M
5	3	8	6									
4	3	15	4	5	2	1						
3	3	7		1	1	4						
2		18		1		4						
1		1										
		(49)										

Two females received "5" but took no English.
Three males received "4" but took no English.
One male received "1" but took no English.

1975

"A" F	"A" M	"B" F	"B" M	"C" F	"C" M	"D" F	"D" M	"F" F	"F" M
7	4	7	7	3	13		3		5

One female received "3" but took no English.
One female received "2" but took no English.
Twelve males received "2" but took no English.

*Females/males

Table 33

Summary of Rensselaer's Advanced Placement Participants

English AP Examination Score	Total Number	Number by Sex		Credit Awarded	Number Received Credit		First English Course		Second English Course		Third English Course		Number Received No Credit		First English Course		Second English Course		Third English Course	
		Female	Male		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1927																				
5	8	3	5	3	3	5	1	2												
4	19		19	3		19		6												
3	8	2	6	3	2	6	2	5												
2	25	6	19	0									6	19		3				
1																				
	(60)	11	49		5	30	3	13					6	19		3				
1926																				
5	8	2	6	3	2	6	1	6		2		2								
4	19	5	14	3	5	14	4	9		2										
3	8		8	3		8		8		1										
2	9	3	6										3	6	3	4				
1																				
	(44)	10	34		7	28	5	22		5		2	3	6	3	4				
1925																				
5	8	8	0	3	8		6		4		3									
4	15	6	9	3	6	9	6	6	3	1	2									
3	7	2	5	3	2	5	1	5												
2	18	1	17										1	17		5		1		1
1	1		1											1						
	(49)	17	32	3	16	14	13	11	7		5		1	18		5		1		1

Table 34

The College of Saint Rose Advanced Placement Participants'

Distribution of Scores in English (9-12)

1976-1977

Grade Levels	Grade 9 No. of		Grade 10 No. of		Grade 11 No. of		Grade 12 No. of	
	*F	M	F	M	F	M	F	M
100-98(%)	3							
97-95	2	1	1		4		1	1
94-92	2	1	6		1	1	3	1
91-89	1			2	3	1	1	
88-86	1	1	1	1	1		3	
85-83			1			1		
82-80								1
79-77								
76-0							1	
	(9)	(3)	(9)	(3)	(9)	(3)	(9)	(3)

1975-1976

Grade Levels	Grade 9 F	Grade 9 M	Grade 10 F	Grade 10 M	Grade 11 F	Grade 11 M	Grade 12 F	Grade 12 M
100-98(%)			2					
97-95	1				1		2	
94-92	1		1		1		1	
91-89	1		2		2		2	
88-86	2		1		2		1	1
85-83								
82-80						1		
79-77	1							
76-0		1		1				
	(6)	(1)	(6)	(1)	(6)	(1)	(6)	(1)

1974-1975

Grade Levels	Grade 9 F	Grade 9 M	Grade 10 F	Grade 10 M	Grade 11 F	Grade 11 M	Grade 12 F	Grade 12 M
100-98(%)			2					
97-95	1		1	1	1		1	1
94-92	5	1	3		5		7	
91-89	4		3		3		4	
88-86	1		1	1	2	1		
85-83					1			1
82-80		1	2			1		
79-77								
76-0	1							
	(12)	(2)	(12)	(2)	(12)	(2)	(12)	(2)

Table 35

The College of Saint Rose Non-Advanced Placement Participants' Distribution of Scores in English (9-12)

1976-1977

Grade Levels	Grade 9 No. of *F	M	Grade 10 No. of F	M	Grade 11 No. of F	M	Grade 12 No. of F	M
100-98(%)								
97-95					2			
94-92	1		1	1	1		2	
91-89	1		3			1	2	2
88-86	2	2	1		1			
85-83	1	1	1		2		2	1
82-80	3		2	1	2	2	2	
79-77			1	1	1			
76-0	1						1	
	(9)	(3)	(9)	(3)	(9)	(3)	(9)	(3)

1975-1976

Grade Levels	Grade 9 F	M	Grade 10 F	M	Grade 11 F	M	Grade 12 F	M
100-98(%)								
97-95			1	1				1
94-92			1				1	
91-89	2		1		3			
88-86	2	1	1				3	
85-83	1		1		1		1	
82-80					1	1	1	
79-77	1		1		1			
76-0								
	(6)	(1)	(6)	(1)	(6)	(1)	(6)	(1)

1974-1975

Grade Levels	Grade 9 F	M	Grade 10 F	M	Grade 11 F	M	Grade 12 F	M
100-98(%)								
97-95	1		1					
94-92			1				2	
91-89	1		3		1		3	
88-86	3		1	1	3		2	1
85-83	2	1			5	2	2	
82-80	3		3	1	2		3	1
79-77	2	1	3					
76-0					1			
	(12)	(2)	(12)	(2)	(12)	(2)	(12)	(2)

Table 36
The College of Saint Rose
SUMMARY OF PARTICIPANTS' ENGLISH AVERAGES

High School Average	Female Four Years	Female Three Years	Female No. Received AP English Grade		Male Four Years	Male Three Years	Male No. Received AP English Grade
				1977			
100-98(%)							
97-95	2	4	1				1
94-92	4	3	3		1	1	1
91-89	1		1		1	1	
88-86	2	2	3		1	1	
85-83							
82-80							1
79-77							
76-0			1				
				1976			
100-98(%)							
97-95		1	1				
94-92	3	2	1				
91-89	2	2	2				
88-86			2				1
85-83	1	1					
82-80							
79-77					1	1	
76-0							
				1975			
100-98(%)							
97-95	1	2	1				1
94-92	6	4	7		1	1	
91-89	3	4	4				
88-86							
85-83	2	1			1	1	1
82-80		1					
79-77							
76-0							

Table 37
The College of Saint Rose Non-Advanced Placement
Participants' Averages

	High School Average	Four Years Number of *F	Four Years Number of M	Three Years Number of F	Three Years Number of M	English 12 Grade F	English 12 Grade M
1976-1977	100-98(%)						
	97-95						
	94-92	1		1		2	
	91-89	1	1	1	1	2	1
	88-86	4		2			1
	85-83	1	2	3	1	2	1
	82-80	2		1	1	2	
	79-77			1			
	76-0					1	
		(9)	(3)	(9)	(3)	(9)	(3)
1975-1976	100-98(%)						
	97-95						1
	94-92					1	
	91-89	3	1	3			
	88-86	1			1	3	
	85-83	1		2		1	
	82-80	1				1	
	79-77			1			
	76-0						
		(5)	(1)	(6)	(1)	(6)	(1)
1974-1975	100-98(%)						
	97-95						
	94-92					2	
	91-89	2		2		3	
	88-86	4	1	3		3	1
	85-83	4		2	1	2	
	82-80	2	1	4	1	2	1
	79-77			1			
	76-0						
		(12)	(2)	(12)	(2)	(12)	(2)

*Females/males

Table 38
The College of Saint Rose

FIRST ACCELERATED ENGLISH COURSE GRADE—FIRST ENGLISH COURSE GRADE NON-AP STUDENTS RECEIVED

1977

P English Score	Credit Awarded	No. of 1977 NYS AP Participants with Scores of	Accelerated "A" No. of *F	Accelerated "A" No. of M	Accelerated "B" No. of F	Accelerated "B" No. of M	Accelerated "C" No. of F	Accelerated "C" No. of M	Accelerated "D" No. of F	Accelerated "D" No. of M	Accelerated "F" No. of F	Accelerated "F" No. of M	Non-AP "A" No. of F	Non-AP "A" No. of M	Non-AP "B" No. of F	Non-AP "B" No. of M	Non-AP "C" No. of F	Non-AP "C" No. of M	Non-AP "D" No. of F	Non-AP "D" No. of M	Non-AP "F" No. of F	Non-AP "F" No. of M
5															2		5	2				
4	3	1																				
3	3	7			3																	
2		4			2	1																
1																						
		(12)																				

One female received "4" but took no English course.
One male received "3" but took no English course.
One male received "2" but took no English course.
Three females received "3" but took no English course.

1976

P English Score	Credit Awarded	1976	Accelerated "A" F	Accelerated "A" M	Accelerated "B" F	Accelerated "B" M	Accelerated "C" F	Accelerated "C" M	Accelerated "D" F	Accelerated "D" M	Accelerated "F" F	Accelerated "F" M	Non-AP "A" F	Non-AP "A" M	Non-AP "B" F	Non-AP "B" M	Non-AP "C" F	Non-AP "C" M	Non-AP "D" F	Non-AP "D" M	Non-AP "F" F	Non-AP "F" M
5																	1					
4	3	1			1																	
3	3	6			2	1																
2																						
1																						
		(7)																				

Three females received "3" but took no English course.

1975

P English Score	Credit Awarded	1975	Accelerated "A" F	Accelerated "A" M	Accelerated "B" F	Accelerated "B" M	Accelerated "C" F	Accelerated "C" M	Accelerated "D" F	Accelerated "D" M	Accelerated "F" F	Accelerated "F" M	Non-AP "A" F	Non-AP "A" M	Non-AP "B" F	Non-AP "B" M	Non-AP "C" F	Non-AP "C" M	Non-AP "D" F	Non-AP "D" M	Non-AP "F" F	Non-AP "F" M
5		2																				
4		1											1		1	1	5	1	1			
3		3	1				1															
2		6		1	2	1	1															
1		2			1		1															
		(14)																				

Two females received "5" but took no English course.

One female received "4" but took no English course.

One female received "3" but took no English course.
One female received "2" but took no English course.

*Females/males

Table 39
Summary of Advanced Placement Participants
The College of Saint Rose

	English AP Examination Score	Total Number	Number by Sex		Credit Awarded	Number Received Credit		First English Course		Second English Course		Third English Course		Number Received No Credit		First English Course		Second English Course		Third English Course	
			Female	Male		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1977	5																				
	4	1	1		3	1															
	3	7	6	1	3	6	1	3		1											
	2	4	2	2										2	2	2	1				
	1																				
		(12)	9	3	3	7	1	3		1				2	2	2	1				
1976	5																				
	4	1	1		3	1		1													
	3	6	5	1	3	5	1	2	1												
	2																				
	1																				
		(7)	6	1	3	6	1	3	1												
1975	5	2	2		3	2															
	4	1	1		3	1															
	3	3	3		3	3		2													
	2	6	4	2										4	2	3	2				
	1	2	2											2		2					

Table 40

Russell Sage Advanced Placement Participants' Distribution of Scores in English (9-12)

	Grade Levels	Grade 9 No. of *F	M	Grade 10 No. of F	M	Grade 11 No. of F	M	Grade 12 No. of F	M
1976-1977	100-98(%)								
	97-95								
	94-92	5		3		3		6	
	91-89	3		5		4		2	
	88-86	2		2		3		1	
	85-83	1		1				1	
	82-80								
	79-77					1		1	
	76-0								
		(11)		(11)		(11)		(11)	
1975-1976	100-98(%)					1			
	97-95	4		4		3		2	
	94-92	3		3		2		3	
	91-89	2		2		1		4	
	88-86					2		1	
	85-83	1				1			
	82-80								
	79-77			1					
	76-0								
		(10)		(10)		(10)		(10)	
1974-1975	100-98(%)								
	97-95	1		1				1	
	94-92	5		5		5		4	
	91-89	1		3		3		2	
	88-86	1							
	85-83	1				1		2	
	82-80								
	79-77								
	76-0								
		(9)		(9)		(9)		(9)	

Table 41

Russell Sage

SUMMARY OF PARTICIPANTS' ENGLISH AVERAGES

High School Average	Female Four Years	Three Years	No. Received AP English Grade	1977	Male Four Years	Three Years	No. Received AP English Grade
100-98(%)							
97-95							
94-92	4	3	5				
91-89	5	5	3				
88-86		2					
85-83	1	1	2				
82-80	1						
79-77			1				
76-0							
				1976			
100-98(%)							
97-95	2	4	2				
94-92	6	3	3				
91-89	1	2	4				
88-86			1				
85-83	1						
82-80		1					
79-77							
76-0							
				1975			
100-98(%)							
97-95	1	1	1				
94-92	3	3	4				
91-89	4	3	3				
88-86	1	2	1				
85-83							
82-80							
79-77							
76-0							

Table 42

Russell Sage

FIRST ACCELERATED ENGLISH COURSE GRADE RECEIVED — FIRST ENGLISH COURSE GRADE NON-AP STUDENTS RECEIVED

1977

English Score	Credit Awarded	No. of 1977 NYS AP Participants with Scores of	"A" No. of		"B" No. of		"C" No. of		"D" No. of		"F" No. of		"A" No. of		"B" No. of		"C" No. of		"D" No. of		"F" No. of	
			F*	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
5																						
4	3	1	1																			
3		7	2		5																	
2		3			2		1															
1																						
		(11)																				

1976

English Score	Credit Awarded	No. of AP Participants	"A" F	"A" M	"B" F	"B" M	"C" F	"C" M	"D" F	"D" M	"F" F	"F" M	"A" F	"A" M	"B" F	"B" M	"C" F	"C" M	"D" F	"D" M	"F" F	"F" M
5	3	1	1																			
4	3	1	1																			
3		5	1		4																	
2		3	2		1																	
1																						
		(10)																				

1975

English Score	Credit Awarded	No. of AP Participants	"A" F	"A" M	"B" F	"B" M	"C" F	"C" M	"D" F	"D" M	"F" F	"F" M	"A" F	"A" M	"B" F	"B" M	"C" F	"C" M	"D" F	"D" M	"F" F	"F" M
5	3	1	1																			
4																						
3		4			3		1															
2		2	1		1																	
1		2			1		1															
		(9)																				

*Females/males

Table 43
Russell Sage
Non-Advanced Placement Participants' Grades

	Subjects		Number of Participants Received Grade										Number Took No First Course	
			"A"		"B"		"C"		"D"		"F"			
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1977			1		4		6							
1976					3		7							
1975			1		4		4							
			(2)		(11)		(17)							

Table 44

Hartwick
Advanced Placement Participants'
Distribution of Scores in English (9-12)

1976-1977

Grade Levels	Grade 9 No. of *F	Grade 9 No. of M	Grade 10 No. of F	Grade 10 No. of M	Grade 11 No. of F	Grade 11 No. of M	Grade 12 No. of F	Grade 12 No. of M
100-98(%)					1			
97-95	3		3		2		2	
94-92	1				1			
91-89	1		1			1		
88-86					1		1	1
85-83		1	1	1			2	
82-80		1				1		1
79-77								
76-0				1				
	(5)	(2)	(5)	(2)	(5)	(2)	(5)	(2)

1975-1976

Grade Levels	Grade 9 No. of *F	Grade 9 No. of M	Grade 10 No. of F	Grade 10 No. of M	Grade 11 No. of F	Grade 11 No. of M	Grade 12 No. of F	Grade 12 No. of M
100-98(%)	1				1			
97-95	2		4		4		4	
94-92	2		1		2		1	
91-89			2				2	
88-86	1							
85-83	1	1		1		1		1
82-80								
79-77								
76-0								
	(7)	(1)	(7)	(1)	(7)	(1)	(7)	(1)

1974-1975

Grade Levels	Grade 9 No. of *F	Grade 9 No. of M	Grade 10 No. of F	Grade 10 No. of M	Grade 11 No. of F	Grade 11 No. of M	Grade 12 No. of F	Grade 12 No. of M
100-98(%)	1		1		1			
97-95	1		2		2		3	
94-92	2				1		1	
91-89								
88-86			1		1		3	
85-83	2		1		1			
82-80			2					
79-77								
76-0	1				1			
	(7)	(0)	(7)	(0)	(7)	(0)	(7)	(0)

Table 45
Hartwick

Non-Advanced Placement Participants'

Distribution of Scores in English (9-12)

1976-1977

Grade Levels	Grade 9 No. of *F	M	Grade 10 No. of F	M	Grade 11 No. of F	M	Grade 12 No. of F	M
100-98(%)								
97-95								
94-92	1		1		2			
91-89	1		1		1		2	
88-86	1		1			1	2	
85-83	1	2	1	2	2	1	1	2
82-80								
79-77								
76-0			1					
	(5)	(2)	(5)	(2)	(5)	(2)	(5)	(2)

1975-1976

Grade Levels	Grade 9 *F	M	Grade 10 F	M	Grade 11 F	M	Grade 12 F	M
100-98(%)	1		1		1		1	
97-95	2		1					
94-92	3		1		2		2	
91-89			3		3		2	1
88-86	1	1		1		1	1	
85-83			1					
82-80					1			
79-77								
76-0							1	
	(7)	(1)	(7)	(1)	(7)	(1)	(7)	(1)

1974-1975

Grade Levels	Grade 9 *F	M	Grade 10 F	M	Grade 11 F	M	Grade 12 F	M
100-98(%)								
97-95							1	
94-92			1		1		1	
91-89	1		1		1		2	
88-86	3		2		3		2	
85-83	2		1		1			
82-80			1				1	
79-77	1				1			
76-0			1					
	(7)	(0)	(7)	(0)	(7)	(0)	(7)	(0)

Table 46
Hartwick
SUMMARY OF PARTICIPANTS' ENGLISH AVERAGES

High School Average	Female Four Years	Female Three Years	Female No. Received AP English Grade		Male Four Years	Male Three Years	Male No. Received AP English Grade
				1977			
100-98(%)							
97-95	2	3	2				
94-92	1						
91-89	1	1					
88-86	1	1	1		1	1	1
85-83			2				1
82-80					1	1	
79-77							
76-0							
				1976			
100-98(%)			1				
97-95	3	3	3				
94-92	3	3	1				
91-89	1	1	2				
88-86							
85-83					1	1	1
82-80							
79-77							
76-0							
				1975			
100-98(%)	1	1	1				
97-95	2	2	2				
94-92			1				
91-89	1	1					
88-86	1	1	2				
85-83	1	1					
82-80							
79-77	1	1					
76-0			1				

Table 47
Hartwick Non-Advanced Placement
Participants' Averages

	High School Average	Four Years Number of *F	Four Years Number of M	Three Years Number of F	Three Years Number of M	English 12 Grade F	English 12 Grade M
1976-1977	100-98(%)						
	97-95						
	94-92	1		1			
	91-89	2		2		2	
	88-86					2	
	85-83	1	2	1	2	1	2
	82-80	1		1			
	79-77						
	76-0						
		(5)	(2)	(5)	(2)	(5)	(2)
1975-1976	100-98(%)	1		1		1	
	97-95						
	94-92	3		4		2	
	91-89	2		1		2	1
	88-86		1		1	1	
	85-83			1			
	82-80	1					
	79-77						
	76-0					1	
		(7)	(1)	(7)	(1)	(7)	(1)
1974-1975	100-98(%)						
	97-95					1	
	94-92	1		1		1	
	91-89	2				2	
	88-86	2		3		2	
	85-83	1		2			
	82-80	1				1	
	79-77			1			
	76-0						
		(7)	(0)	(7)	(0)	(7)	(0)

*Females/males

Table 48

Advanced Placement Participants' Grades at Hartwick

	English AP Examination Score	Total Number	Number by Sex		Credit Awarded	Number Received Credit		First English Course		Second English Course		Third English Course		Number Received No Credit		First English Course		Second English Course		Third English Course	
			Female	Male		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1977	5																				
	4																				
	3	5	4	1	3	4	1	1	1												
	2	2	1	1										1	1		1				
	1																				
		(7)	5	2	3	4	1	1	1					1	1		1				
1976	5	2	2		3	2		2		2		1									
	4																				
	3	3	3		3	3		2		1											
	2	2	2											2		1		1			
	1	1		1											1		1				
		8	7	1	3	5		4		3		1		2	1	1	1	1			
1975	5																				
	4	1	1		3	1															
	3	1	1		3	1		1		1		1									
	2	5	5											5		5		3		1	
	1																				
		7	7		3	2		1		1		1		5		5		3		1	

Table 49
Hartwick

FIRST ACCELERATED ENGLISH COURSE GRADE RECEIVED—FIRST ENGLISH COURSE GRADE NON-AP STUDENTS RECEIVED

1977

English Score	Credit Awarded	No. of 1977 NYS AP Participants with Scores of	"A" No. of* F	"A" No. of* M	"B" No. of F	"B" No. of M	"C" No. of F	"C" No. of M	"D" No. of F	"D" No. of M	"F" No. of F	"F" No. of M	Non-AP "A" No. of F	Non-AP "A" No. of M	Non-AP "B" No. of F	Non-AP "B" No. of M	Non-AP "C" No. of F	Non-AP "C" No. of M	Non-AP "D" No. of F	Non-AP "D" No. of M	Non-AP "F" No. of F	Non-AP "F" No. of M
5																		1				
4																						
3	3	5	1			1																
2		2				1																
1																						

(7)

Three females received "3" but took no English course.
One female received "2" but took no English course.

1976

English Score	Credit Awarded	No. of AP Participants with Scores of	"A" F	"A" M	"B" F	"B" M	"C" F	"C" M	"D" F	"D" M	"F" F	"F" M	Non-AP "A" F	Non-AP "A" M	Non-AP "B" F	Non-AP "B" M	Non-AP "C" F	Non-AP "C" M	Non-AP "D" F	Non-AP "D" M	Non-AP "F" F	Non-AP "F" M
5	3	2	2										1		3	1						
4																						
3	3	3	1		1																	
2		2	1																			
1		1										1										

(8)

One female received "3" but took no English course.
One female received "2" but took no English course.

1975

English Score	Credit Awarded	No. of AP Participants with Scores of	"A" F	"A" M	"B" F	"B" M	"C" F	"C" M	"D" F	"D" M	"F" F	"F" M	Non-AP "A" F	Non-AP "A" M	Non-AP "B" F	Non-AP "B" M	Non-AP "C" F	Non-AP "C" M	Non-AP "D" F	Non-AP "D" M	Non-AP "F" F	Non-AP "F" M
5																						
4	3	1													4		1					
3	3	1	1																			
2		5			3		2															
1																						

(7)

One female received "4" but took no English course.

*Females/males

Table 50

New York State Summary Report of Advanced Placement Group Performances

197[illegible]-1977

Institution	Group I Number Receive[illegible] And Three [illegible]			Group II Number Received "3" And Three Credits			Group III Number Received "2" or "1" No Credit		
	Femal[illegible]	[illegible]		Females	Males		Females	Males	
The College of Saint Rose	[illegible]	[illegible]	[illegible]	14	2	(16)	8	4	(12)
Hartwick	3	[illegible]	[illegible]	8	1	(9)	8	2	(10)
Rensselaer Polytechnic	24	53	(77)	4	19	(23)	10	43	(53)
Russell Sage	4	0	(4)	16	0	(16)	10	0	(10)
State University of New York at Cortland	5	1	(6)	20	3	(23)	15	8	(23)
Total	41	54		62	25		51	57	= 290

Table 51

Summary of First Year Findings

Advanced Placement and Non-Advanced Placement Groups

Institution	First College English Course			No First College English Course			
	Females	Males	Total	Females	Males	Total	
The College of Saint Rose	15	4	(19)	12	2	(14)	
Hartwick	12	3	(15)	7	0	(7)	
Rensselaer Polytechnic	24	58	(82)	14	57	(71)	
Russell Sage	30	0	(30)	0	0	(0)	
State University of New York at Cortland	34	10	(44)	6	2	(8)	
Total	115	75	(190)	39	61	(100)	= 290